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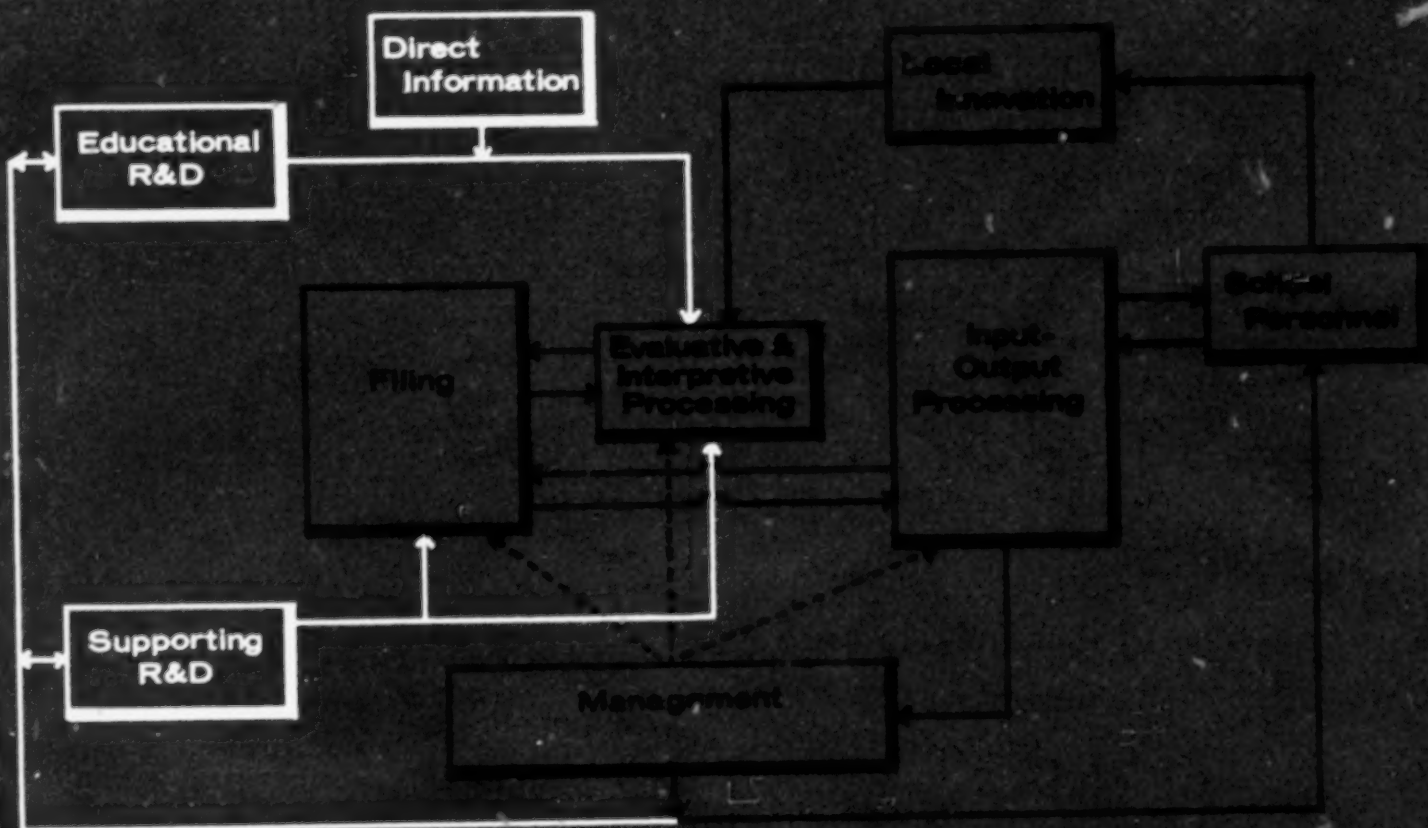
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This surveillance report is an update of the Laboratory's December 1967 report. It presents the current status of (1) organizational arrangements to facilitate the use of research and development information within the public school setting and (2) personnel training programs for increasing the use of research and development information by school personnel. New arrangements and programs are also included. The information is presented in tabular form. The organizational arrangements are distinguished as being either local school district, an intrastate consortia of districts, state-level, or interstate. The information on the arrangements includes type of arrangement, objectives, status, sponsor, membership and organization, cost estimate, operating procedures, training, evaluation, and publications. The personnel training programs are designated as short term training institutes and inservice programs and graduate training programs. The information on these programs includes objectives, status, sponsor, location, length, participants, program cost, topics covered, instructional procedures, and evaluation. A 125-item bibliography is included. (HW)

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ARRANGEMENTS & TRAINING FOR EFFECTIVE USE OF EDUCATIONAL R&D INFORMATION

A LITERATURE SURVEY

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- The Board of Education of the San Francisco
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- The Regents of the University of Nevada
- The Nevada State Board of Education

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ARRANGEMENTS AND TRAINING
FOR EFFECTIVE USE OF EDUCATIONAL R&D INFORMATION:
A LITERATURE SURVEY

by
Linda J. York
December, 1968

The assistance of Dr. Paul D. Hood, Dr. David H. Carlisle,
and the staff of Component III of the Communication Program
in the conduct of this study is gratefully acknowledged.

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FORWARD

The goal of the Communication Program is to increase the ability of school personnel to make effective decisions regarding the use of the products of educational research and development. The immediate objectives of the program are (1) to develop and evaluate methods for presenting general R & D information based upon investigations of the needs and interests of school personnel; (2) to develop prototype systems for providing comprehensive and well-evaluated specific information; and (3) to investigate and develop organizational arrangements and training methods that will improve the R & D information utilization and decision-making process in the schools.

In support of the last of these immediate objectives the Communication Program maintains a surveillance of organizational arrangements and training programs. This report is the second in a series dealing with promising activities in this specific area. By distributing the report to principal investigators of included programs and projects and to others who are concerned with educational R & D dissemination and utilization, we hope to provide a timely, accurate, and useful compendium of activities. Corrections in our descriptions or suggestions for new listings meeting the criteria we have outlined are earnestly sought.

Other related reports by the Communication Program include: Educational R & D Information System Requirements, Communication Program Survey, Use of Resource Material and Decision Processes Associated with Educational Innovation: a Literature Survey, Decision Processes and Information Needs in Education: a Field Survey, What About the School Research Office? and The Research and Instructional Unit as an Organizational Arrangement to Increase Utilization of Research Related Information.

PAUL D. HOOD
Director
Communication Program

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I. INTRODUCTION

The Communication Program of the Far West Laboratory for Educational Research and Development seeks to improve the dissemination of research and development (R & D) information and its utilization by school personnel who make decisions affecting school organization and operation. The objectives of this Program are threefold: (1) to develop strong motivation among school personnel to be informed about new developments in education, (2) to provide efficient systems by which school personnel can have ready access to relevant R & D information, and (3) to develop and evaluate organizational arrangements within school systems that will facilitate testing, evaluation and utilization of R & D information as it becomes available.

As the preliminary step toward the accomplishment of the third objective of the Communication Program, the Laboratory has initiated a surveillance activity for monitoring new linkage roles and organizational arrangements, in operation or under development, for the conduct of "pre-decision-to-adopt" R & D utilization functions, including: long-range planning for change; analysis of current conditions; needs assessment; problem formulation; information search and translation; and field testing or evaluation of R & D information. Surveillance procedures consist of three types: (1) library search for pertinent articles on knowledge utilization in education, (2) follow-up correspondence for detailed information on topics revealed by the library search, and (3) site visits to activities which are close to operational status and seem promising for future feasibility study in the Laboratory's region. The surveillance activity culminates with a yearly status report.¹

¹D. H. Carlisle, "Surveillance Procedures for Monitoring Organizational Arrangements and Training Programs to Increase the Utilization of Research and Development Information in School Systems", (Berkeley: Far West Laboratory for Educational Research and Development, January 5, 1968).

In the first surveillance report, written in December, 1967, an overview was presented of the operations of traditional research offices, research and instructional units, research councils, regional supplementary centers and county offices, large consortia arrangements, and temporary structural arrangements, as well as programs for training personnel within the public schools to be research and evaluation specialists, to diagnose and formulate problems, and to administer information systems. The conclusions reached in that overview were that no single arrangement addressed itself to all phases of the needs analysis-solution implementation continuum, that the Research and Instructional Unit appeared to offer a promising alternative to the conventional school research office for the utilization of research and development information in educational decision-making, and that a training void exists in the area of information search and interpretation. Various options for future Laboratory action in developing organizational arrangements and personnel training programs, differing in amount of financial and personnel resources required, were recommended.² Shortly following the production of that report, a site visit was made to Research and Instructional Units operating in Wisconsin and Ohio.³

Purpose

The specific purpose of this surveillance paper is to update the Laboratory's awareness of organizational arrangements and personnel training programs to be

²D. H. Carlisle, "Organizational Arrangements and Personnel Training Programs for Effective Use of Research and Development Information in Decision-Making Processes of School Systems: A Paper on the Present State of Affairs and Suggested Options for Future Action", (Berkeley: Far West Laboratory for Educational Research and Development, December 4, 1967).

³D. H. Carlisle, "The R & I Unit: A Report of a Field Visitation (March 18 - March 29, 1968)", (Berkeley: Far West Laboratory for Educational Research and Development, May 8, 1968).

considered for potential development and feasibility testing. The current status of arrangements and training programs mentioned in the preceding report, as well as the operations of additional arrangements and training programs revealed by the surveillance activity during the past year, will be presented.

This report is intended for small scale distribution and does not purport to be comprehensive in its coverage. Rather, it merely reflects our current knowledge of research utilization activities affecting the public school systems throughout the country. Its content is limited to information which was obtained through the literature review and follow-up correspondence prior to November 30, 1968. Descriptions of additional activities of which we were aware are not included because detailed information was not available to us before this date.

In searching for information, the following sources were used: Educational Resources Information Center (ERIC) Research in Education, American Educational Research Journal, Education Digest, Phi Delta Kappan, Review of Educational Research, SRIS Quarterly, Theory into Practice, various newsletters (Education Summary, Education U. S. A., ETS Education Recaps, AERA Educational Researcher, Strategies for Educational Change Newsletter, and newsletters of the Regional Educational Laboratories), and reports from Title III Centers, R & D Centers, and Regional Educational Laboratories.

The report coverage has been confined to activities which focus on the phases of R & D knowledge utilization which precede the decision for general adoption (planning, analyzing present conditions, needs assessment, problem formulation, information search and interpretation, field testing, and evaluation) rather than those which deal exclusively with the processes subsequent to the decision (demonstration, dissemination, and implementation). Arrangements

and training programs which are currently inactive (i.e., unfunded) are also excluded. No attempt has been made to extensively sample school research offices across the country, because of another Laboratory report which addresses that arrangement in depth.⁴ Only exemplary research offices which are attempting to incorporate planning and development functions into their operation are included. In addition, large information systems which assist school personnel in the retrieval of information, but do not render services in the interpretation of that information, have been excluded from this report.

Organization

The surveillance information is being presented in a tabular format this year so that it will be more convenient to use. Once familiar with the organization of the report, readers will know where to look in subsequent surveillance reports to find the particular information they seek. This organization of the information will also facilitate continuous updating of the contents from year to year. If only certain items of information concerning an activity are changed, then only portions of the table need be re-written. Directors of newly-discovered arrangements and training programs can be informed of the particular types of information to be reported, in order to better supply our information needs at greater convenience to themselves.

Consistency in reporting is obtained by supplying the same items of information for all arrangements (Type of Arrangement, Objectives, Status, Sponsor, Membership and Organization, Cost Estimate, Operating Procedures, Training, Evaluation, and Publications) and for all training programs (Objectives, Status, Sponsor, Location, Length, Participants, Program Cost, Topics

⁴Edith K. Mosher, "What About the School Research Office?", (Berkeley: Far West Laboratory for Educational Research and Development, in press).

Covered, Instructional Procedures, and Evaluation). Most of these items are self-explanatory. The Type of Arrangement classification merely provides a descriptive label to facilitate comparison with other like activities. The status of activities is classified as either conceptual, experimental, developmental, or operational, depending upon the extent to which feasibility testing of the activity has been conducted. An activity is classified as conceptual if it is in the proposal stage; as experimental if it is undergoing its first try-out in a school setting; as developmental if it is undergoing more extensive refinement involving field testing or evaluation; or as operational if it has been implemented in several school settings or has been adequately field tested and evaluated. Inclusion of training activities undertaken by arrangements is limited to those which provide their staffs or the personnel they serve with research utilization skills. And information concerning evaluation by arrangements refers to an assessment of the arrangements' own intervention strategies, and not to supplying evaluation services to schools.

Evaluation

In order to assist the reader in summarizing and evaluating the descriptive contents of the report, several analyses of the data are provided to (1) select the organizational arrangements which warrant further investigation and development by the Laboratory at this time and (2) identify the major adequacies and inadequacies in training programs for public school personnel in R & D information utilization skills.

A summary of the knowledge utilization functions supported by each organizational arrangement is presented in Table I. While the Research and Instructional Unit appeared to sustain the greatest number of pre-decisional research information utilization functions at the time of the writing of last year's

surveillance report⁵, this year's summary reveals that two new arrangements may hold promise as well: The Change-Agent Teams of the University of Wisconsin R & D Center's Models for Planned Educational Change Project and the Research Implementation Teams in Education (RITE) of Research for Better Schools, Inc. Both of these arrangements support seven of the eight pre-decisional functions. The information in Table I also reveals that the most commonly performed functions include the conduct of (1) experimentation or field testing, (2) evaluation, (3) information search, and (4) information dissemination. The least commonly performed functions include (1) long-range planning, (2) needs assessment, (3) problem formulation, and (4) decision-making itself.

In Table II, each arrangement is evaluated against the following criteria to determine its extent of development:

- (1) The activity is being conducted in a variety of school settings.
- (2) Necessary personnel training programs in research utilization have been developed, conducted, and evaluated.
- (3) The activity has been adequately field tested or systematically evaluated.
- (4) The procedures have been developed to allow districts to carry on the arrangement on a self-sustaining basis and at reasonable cost.
- (5) The procedures have been developed for "transplanting" and disseminating the arrangement to other districts.

From the application of these criteria, it appears that the University of Wisconsin R & D Center's model for the Research and Instructional Unit remains the most highly developed arrangement for increasing the utilization of research-based information by school personnel. The R & I Unit is, in fact, the only

⁵Carlisle, "Organizational Arrangements and Personnel Training Programs", p. 34.

arrangement for which we have information of progress being made toward the development of procedures to satisfy the final two criteria. Other arrangements which appear the most highly developed in regard to the first three criteria alone include the following: Research and Information Services for Education (R.I.S.E.), Educational Research Council of America, and Models for Planned Educational Change.

By combining the results of both sets of information, pre-decisional functions performed and extent of development, we would recommend that the Laboratory continue its investigation of the R & I Unit and, in addition, consider further examination of such arrangements as: Models for Planned Educational Change, the RITE teams, and R.I.S.E.

Training programs for school research personnel have been evaluated according to the extent to which they address the various knowledge utilization skills enumerated in Table III. Our current information indicates that no single training program is providing school research personnel with the necessary skills across the entire knowledge utilization continuum. The most inclusive training programs appear to be the New York State Education Department's Program for Training Educational Research Personnel for School Service, the National Laboratories' Educational Training Consultant Program, and the Special Training Project for Educational Research Workers in Maryland Public Education Agencies.

Presently, the most adequate training being provided school research personnel is in the area of evaluation techniques and research design skills. This conclusion is in agreement with the findings of last year's surveillance report.⁶

⁶Carlisle, "Organizational Arrangements and Personnel Training Programs", p. 35.

While last year's report concluded that information utilization skills were the most inadequately developed areas of training, our current information indicates that the skills in which the least training is being provided are (1) needs assessment, (2) long-range planning, and (3) systematic analysis of present conditions.

With the evaluative information in the following tables to guide the reader, descriptions of the organizational arrangements and personnel training programs revealed through the surveillance activity will now be presented.

TABLE I MAJOR KNOWLEDGE UTILIZATION FUNCTIONS SUPPORTED BY ARRANGEMENTS

TITLE OF ARRANGEMENT	Status	Long-range Planning Present Condition Analysis Needs Analysis Problem Formulation Information Search Experiment Interpretation Evaluation & Field Testing Decision-Making Demonstration Dissemination Implementation											Page
<u>LOCAL SCHOOL DISTRICT ARRANGEMENTS</u>													
Research and Instructional Unit	O,P,I	a	x ^a	x ^a	a	a	x ^a	x ^a		x	x	x	23
Differentiated Teaching Staff	E,P,I				x	x	x		x	x	x	x	27
Secondary School Examiner	C,P,I	x						x					28
Innovation Team	O,P,I	x							x	x		x	29
Models for Planned Educational Change	D,P,A,I	x	x	x	x	x	x	x				x	30
Research Implementation Teams in Education	D,T,A,I	x	x	x	x	x	x	x				x	31
Social Studies Diffusion Project	D,P,I					x	x	x			x	x	32
Institutional Research Unit	E,P,A,I				x	x					x	x	34
Dade County Department of Instructional Research, Development, and Evaluation	O,P,A,I	x			x		x	x			x		35
Philadelphia Office of Research and Evaluation	O,P,A,I		x	x		x	x	x	x			x	36
San Francisco Division of Educational Planning, Research and Development	E,P,A,I	x				x		x	x			x	38
Note: a = These functions are emphasized in the modification of the R & I Unit being pilot tested by Far West Laboratory.													

Legend: C = Conceptual P = Services Available to Districts A = Administrative
 E = Experimental on Permanent Basis Research Emphasis
 D = Developmental T = Services Available to Districts I = Instructional
 O = Operational on Temporary Basis Research Emphasis

TABLE I MAJOR KNOWLEDGE UTILIZATION FUNCTIONS SUPPORTED BY ARRANGEMENTS (CONT'D)

TITLE OF ARRANGEMENT	Status	Status											Page
		Long-range Planning	Present Condition Analysis	Needs Analysis	Problem Formulation	Information Search	Experiment Interpretation	Evaluation & Field Testing	Decision-Making	Demonstration	Dissemination	Implementation	
<u>INTRA-STATE CONSORTIA OF DISTRICTS</u>													
Center for Coordinated Education	O,T,I		x	x			x	x					43
Center for the Cooperative Study of Instruction	O,T,I						x	x		x			44
East Texas School Study Council	O,T,A,I				x		x			x			45
Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc.	O,T,A,I				x		x			x			46
Fox Valley Curriculum Study Council, Inc.	O,T,I						x			x			47
Metropolitan Detroit Bureau of School Studies, Inc.	O,T,A,I	x					x	x		x			48
Metropolitan School Study Council	O,T,A,I	x						x		x			49
Northeastern Indiana School Study Council	O,T,A,I						x			x			50
Philadelphia Suburban School Study Council	O,T,A,I						x			x			51
Piedmont Association for School Studies and Services	O,T,A,I	x					x	x		x	x		52
Research and Information Services for Education	O,T,A,I			x	x	x	x	x		x			53
School Information and Research Service	O,T,A	x			x	x				x			54
Southwestern New York Association for the Improvement of Instruction	O,T,I	x			x	x				x	x		55
Southwestern Ohio Educational Research Council, Inc.	O,T,A,I				x		x	x		x			56

Legend: C = Conceptual
E = Experimental
D = Developmental
O = Operational

P = Services Available to Districts
on Permanent Basis
T = Services Available to Districts
on Temporary Basis

A = Administrative
Research Emphasis
I = Instructional
Research Emphasis

TABLE I MAJOR KNOWLEDGE UTILIZATION FUNCTIONS SUPPORTED BY ARRANGEMENTS (CONT'D)

TITLE OF ARRANGEMENT	Status	Long-range Planning Present Condition Analysis Needs Analysis Problem Formulation Information Search Experiment & Field Testing Evaluation & Interpretation Decision of Results Demonstration Dissemination Implementation											Page	
<u>STATE-LEVEL RESEARCH ARRANGEMENTS</u>														
California Research Coordinating Unit for Vocational Education	O,T,I					x	x					x	59	
Illinois State Department of Educational Research	O,T,A,I	x	x					x	x			x	x	60
Central School Study	O,T,A,I	x						x				x		61
Connecticut School Development Council, Inc.	O,T,A	x										x		62
Florida Educational Research and Development Council, Inc.	O,T,A,I						x	x	x		x	x		63
Lakeshore Curriculum Study Council	O,T,I							x	x			x		64
Metropolitan Educational Research Association	O,T,A,I					x		x				x		65
New Jersey School Development Council	O,T,A,I		x			x	x	x			x	x		66
Oregon School Study Council	O,T,I					x					x	x		67

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Research Emphasis

TABLE I MAJOR KNOWLEDGE UTILIZATION FUNCTIONS SUPPORTED BY ARRANGEMENTS (CONT'D)

TITLE OF ARRANGEMENT	Status	Long-range Planning Present Condition Analysis Needs Analysis Problem Formulation Information Search Experiment & Interpretation Evaluation of Field Testing Decision-Making Demonstration Dissemination Implementation											Page		
<u>INTER-STATE RESEARCH ARRANGEMENTS</u>															
Associated Public School Systems	O,T,A,I							x				x	71		
Educational Research Council of America	O,T,I			x				x	x		x	x	x	72	
New England School Development Council	O,T,A,I	x	x	x				x	x			x	x	73	
Research Council of the Great Cities Program for School Improvement	O,T,A,I					x		x	x			x		74	
Institute for the Development of Educational Activities	O,P,I							x	x	x		x	x	x	75
Cooperative Project in Educational Development	D,T,A,I	x		x					x	x			x	x	76

Legend: C = Conceptual P = Services Available to Districts on Permanent Basis A = Administrative Research Emphasis
 E = Experimental T = Services Available to Districts on Temporary Basis I = Instructional Research Emphasis
 D = Developmental
 O = Operational

TABLE II CRITERIA TO DETERMINE EXTENT OF DEVELOPMENT OF ARRANGEMENTS

TITLE OF ARRANGEMENT						Page
	Variety of Schools	Training Programs	Field Test & Evaluation	Self-Sustaining	Dissemination	
	(1)	(2)	(3)	(4)	(5)	
<u>LOCAL SCHOOL DISTRICT ARRANGEMENTS</u>						
Research and Instructional Unit	0	0	0	0	D	23
Differentiated Teaching Staff						27
Secondary School Examiner		C				28
Innovation Team						29
Models for Planned Educational Change	0	0	D			30
Research Implementation Teams in Education	0	D	C			31
Social Studies Diffusion Project	0		D			32
Institutional Research Unit						34
Dade County Department of Instructional Research, Development, and Evaluation			0			35
Philadelphia Office of Research and Evaluation		D				36
San Francisco Division of Educational Planning, Research, and Development						38

Legend: C = Conceptual
D = Developmental
0 = Operational

TABLE II CRITERIA TO DETERMINE EXTENT OF DEVELOPMENT OF ARRANGEMENTS (CONT'D)

TITLE OF ARRANGEMENT						Page
	Variety of Schools	Training Programs	Field Test & Evaluation	Self-Sustaining	Dissemination	
	(1)	(2)	(3)	(4)	(5)	
<u>INTRA-STATE CONSORTIA OF DISTRICTS</u>						
Center for Coordinated Education	0		D			43
Center for the Cooperative Study of Instruction	0	0	C			44
East Texas School Study Council	0					45
Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc.	0	0	C			46
Fox Valley Curriculum Study Council, Inc.	0		0			47
Metropolitan Detroit Bureau of School Studies, Inc.	0		0			48
Metropolitan School Study Council	0	0				49
Northeastern Indiana School Study Council	0	0				50
Philadelphia Suburban School Study Council	0					51
Piedmont Association for School Studies and Services	0					52
Research and Information Services for Education	0	0	0			53
School Information and Research Service	0					54
Southwestern New York Association for the Improvement of Instruction	0	C				55
Southwestern Ohio Educational Research Council, Inc.	0	0	C			56

Legend: C = Conceptual
D = Developmental
0 = Operational

TABLE II CRITERIA TO DETERMINE EXTENT OF DEVELOPMENT OF ARRANGEMENTS (CONT'D)

TITLE OF ARRANGEMENT						Page
	Variety of Schools	Training Programs	Field Test & Evaluation	Self-Sustaining	Dissemination	
	(1)	(2)	(3)	(4)	(5)	
<u>STATE-LEVEL RESEARCH ARRANGEMENTS</u>						
California Research Coordinating Unit for Vocational Education		0	C			59
Illinois State Department of Educational Research		C				60
Central School Study	0	0				61
Connecticut School Development Council, Inc.	0					62
Florida Educational Research and Development Council, Inc.	0	0				63
Lakeshore Curriculum Study Council	0					64
Metropolitan Educational Research Association	0					65
New Jersey School Development Council	0					66
Oregon School Study Council	0					67
<u>INTER-STATE RESEARCH ARRANGEMENTS</u>						
Associated Public School Systems	0	0				71
Educational Research Council of America	0	0	0			72
New England School Development Council	0	0				73
Research Council of the Great Cities Program for School Improvement	0					74
Institute for the Development of Educational Activities	0	0				75
Cooperative Project in Educational Development	0	0	C			76

Legend: C = Conceptual
D = Developmental
O = Operational

TABLE III MAJOR KNOWLEDGE UTILIZATION SKILLS DEVELOPED BY TRAINING PROGRAMS

TITLE OF TRAINING PROGRAM	Status	Long-range Planning Present Condition Analysis Needs Analysis Problem Formulation Information Search Experiment & Interpretation Evaluation & Field Testing Decision-Making Demonstration Dissemination Implementation											Page
<u>SHORT-TERM INSTITUTES OR TRAINING PROGRAMS</u>													
The Associated Staff Training Program	E,I			x	x	x			x				79
Educational Research and Evaluation Procedures Compendium	D,I				x		x	x	x		x		80
Educational Training Consultant Program	O,I			x	x	x			x	x		x	81
Evaluator Role Development Program	D,I								x				82
An In-Service Program to Train Evaluation Personnel	O,I								x				83
An Institute for Teachers of Disadvantaged Youth Teaching in R & I Units	O,I				x			x	x				84
Special Training Project for Educational Research Workers in Maryland Public Education Agencies	T,I				x	x	x	x	x		x		85
Specialist in Continuing Education Role Development Program	D,I				x	x		x	x				86
Summer Institute to Develop Curriculum "Change Agents" for the Schools	C,I											x	87
Workshops on Innovations in Education	O,I	x							x			x	88

Legend: C = Conceptual
E = Experimental
D = Developmental
O = Operational
T = Temporarily Inactive

A = Administrative
Research Emphasis
I = Instructional
Research Emphasis

TABLE III MAJOR KNOWLEDGE UTILIZATION SKILLS DEVELOPED BY TRAINING PROGRAMS (CONT'D)

TITLE OF TRAINING PROGRAM	Status	Long-range Planning Present Condition Analysis Needs Analysis Problem Formulation Information Search Experiment & Field Testing Evaluation & Interpretation Decision-Making Demonstration Dissemination Implementation											Page
<u>GRADUATE TRAINING PROGRAMS</u>													
Applied Educational Research Training Program	0,I					x	x	x	x			x	91
Cooperative Graduate Program for Training in Educational Research	0,I							x	x				92
Graduate Research Training and Development Program	0,I							x	x			x	93
Graduate Research Training Program for Directors of Research	0,A,I							x	x				94
Internship for Leaders in Dissemination	0,A,I								x			x	95
New York State Educational Research Graduate Training Program	0,I							x	x				96
Pilot Training Program in Undergraduate Educational Research	T,I						x	x	x				97
Preparation Program for Research Workers in Educational Administration	0,A	x	x					x	x				98
Product Research Training Program	0,I							x	x				99
Program for Administrators of Educational Research and Information Systems	0,A		x					x	x	x			100
Program for Training Educational Research Personnel for School Service	0,A,I			x		x	x	x			x	x	101
Public School Research Training Program	0,I							x	x			x	102
Studies in School Organization	0,A		x										103
Training Program for Directors of Research	0,A,I	x	x					x	x				104

Legend: C = Conceptual
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O = Operational
T = Temporarily Inactive

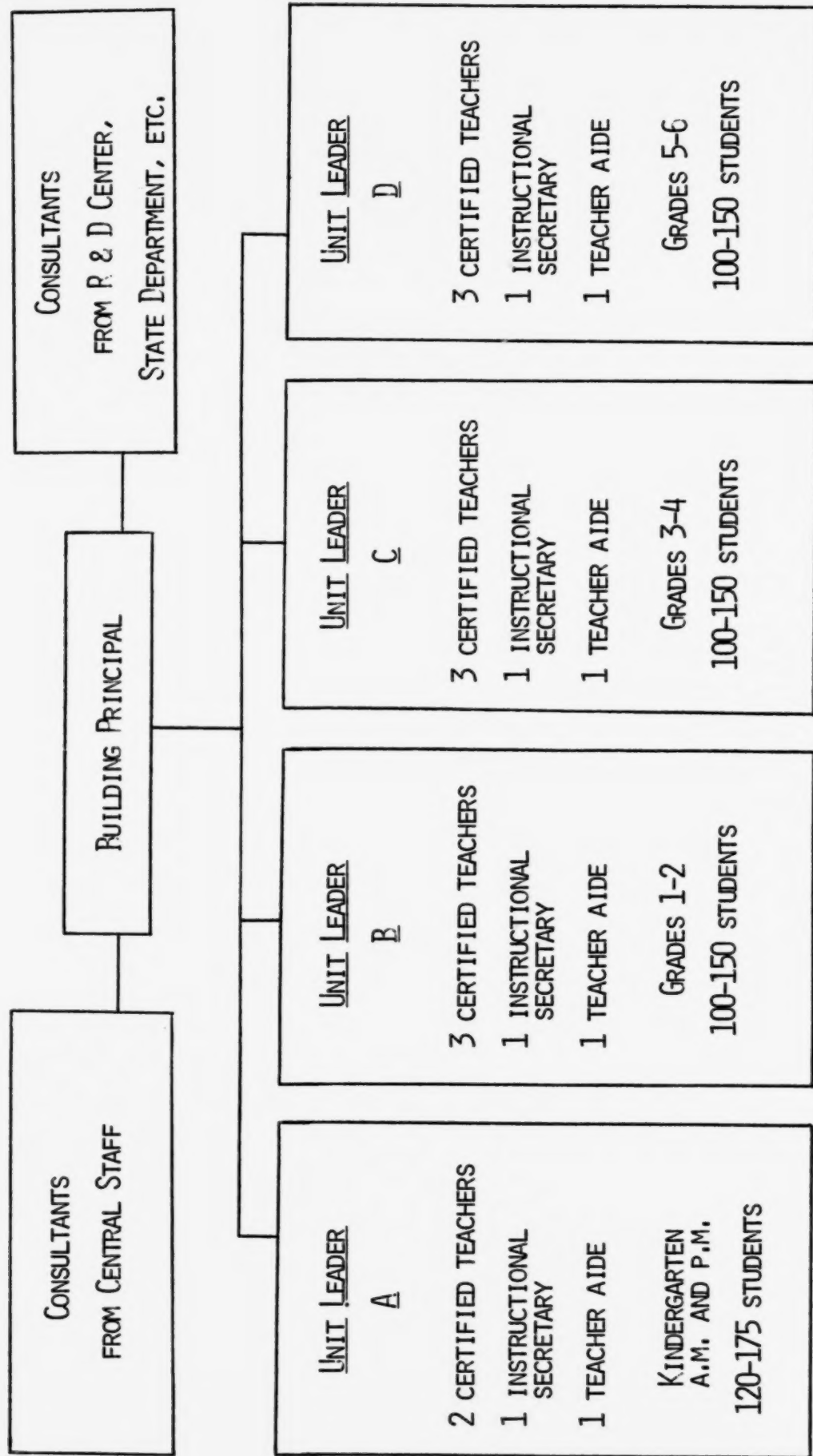
A = Administrative
Research Emphasis
I = Instructional
Research Emphasis

II. ORGANIZATIONAL ARRANGEMENTS WHICH FACILITATE THE USE OF
R & D INFORMATION WITHIN THE PUBLIC SCHOOL SETTING

A. LOCAL SCHOOL DISTRICT ARRANGEMENTS

TITLE OF ARRANGEMENT: RESEARCH AND INSTRUCTIONAL UNIT (ALSO CALLED INSTRUCTION AND RESEARCH UNIT)	
TYPE OF ARRANGEMENT: Local School Research and Instructional Team OBJECTIVES: (1) To increase efficiency of student learning by providing for individualized instruction and for continuous curriculum development throughout the grades, and (2) to provide a facilitative environment for controlled experimentation, field testing, and demonstration of exemplary instructional programs without disruption of the school operation. STATUS: Operational. (R & I Units are operating in Janesville, Madison, Milwaukee, and Racine. The Wisconsin State Department of Public Instruction has instituted a statewide plan for voluntary unitization of elementary schools in 1968-69.) SPONSOR: Herbert J. Klausmeier, Wisconsin Research and Development Center for Cognitive Learning, The University of Wisconsin, Madison, Wisconsin. MEMBERSHIP & ORGANIZATION: An elementary R & I Unit is composed of one Unit Leader, two or more certified teachers, one instructional secretary, and one teacher aide for each 100-150 pupils from two grade levels. At the secondary level, Units are formed along subject-matter lines. The instructional decision-making committee of the school is comprised of the building principal and the Unit Leaders. The Unit Leader coordinates the Unit's research activities in conjunction with Central Office and R & D Center staff. COST ESTIMATE: The median initiation cost for one unit is \$8,175. and net expenditure after deducting preoperational in-service training and consultant services is \$5,620.	OPERATING PROCEDURES: The R & I Unit is characterized by its flexibility - in grouping of pupils, in scheduling, and in the role of the teacher in the classroom. Unitization permits large group instruction and subdivision into smaller groups for more individual instruction. Teachers are given release time for conducting their planning activities. Unit Leaders teach half-time, and direct staff teachers in continuously evaluating each student's attainment of the instructional objectives and in determining the effectiveness of instructional materials and methods. Each Unit is organized around a series of research and development projects generated either externally by R & D Center personnel or internally as a result of problem formulation by the school system. The research duties of Unit Leaders encompass participation in the administration of experimental treatments, data collection and analysis, development of model instructional programs including formulation of objectives and assessment of student capabilities, development of evaluation procedures, introduction of instructional innovations and diffusion of promising practices throughout the district. Building principals assume responsibility for staffing the Units, providing facilities, establishing a research climate, scheduling planning time for Unit personnel, and providing in-service training for new teachers. TRAINING: The University of Wisconsin has conducted several workshops and summer training institutes for R & I Unit personnel. A series of videotapes encompassing a five-day self-instructional orientation and training program has been developed by the R & D Center. EVALUATION: The R & D Center and local districts are primarily utilizing daily activity logs, questionnaires and opinionnaires, student achievement and attitude tests, and teacher observations in evaluating personnel functions, effects of Units on student performance, and teachers' effectiveness in instructional planning and curriculum development. PUBLICATIONS: Several publications suitable for orientation and personnel training programs have been produced by the Wisconsin Research and Development Center for Cognitive Learning.

PROTOTYPE ORGANIZATION OF ELEMENTARY SCHOOL



ADDITIONAL R & I UNIT ACTIVITIES

ORGANIZATION	FOCUS	STATUS
Michigan-Ohio Regional Educational Laboratory, Detroit, Michigan.	The University of Wisconsin R & I Unit model has been modified as a Field Action Unit for use as an in-service program to develop teachers' ability to assess their own teaching behavior and their interaction with students.	MOREL plans to have Field Action Units in at least eight school systems throughout Michigan and Ohio by Fall of 1968.
Toledo, Ohio, Public Schools and Center for Educational Research and Services, University of Toledo.	R & I Units are being utilized for teaching disadvantaged youth in inner-city schools.	Thirteen elementary Units are in operation at Roosevelt School.
Upper Midwest Regional Educational Laboratory, Minneapolis, Minnesota.	UMREL is assessing the multi-unit organization as a means of developing the professional decision-making capabilities of teachers.	Units are operating at two elementary schools in Mason City, Iowa. A retraining program for the district was conducted during the Summer of 1968.
Far West Laboratory for Educational Research and Development, Berkeley, California.	Far West is adapting the R & I Unit as a facilitative arrangement to implement the rational use of research-based information by school personnel.	Pilot testing of one R & I Unit in Grade 12 American Government is being conducted at the Tamalpais Union High School District during the 1968-69 school year.
Northwest Regional Educational Laboratory, Portland, Oregon.	R & I Units will be used as a training device in Teacher Education.	No information available.
Cooperative Educational Research Laboratory, Inc., Northfield Illinois.	The Evaluator Role Development Program will use the R & I Unit as a device for training school evaluators.	No information available.

ADDITIONAL R & I UNIT ACTIVITIES (CONTINUED)

ORGANIZATION	FOCUS	STATUS
Department of Educational Research, Illinois State Department of Public Instruction.	Multi-Unit Elementary School Organi- zational Plan.	A state-wide implementation plan is being formulated.
Southwestern New York Association for the Improvement of Instruction, Fredonia, New York.	Individually Guided Education in the Multi-Unit Elementary School.	During the 1968-69 academic year the Association will undertake the study and dissemination of information con- cerning the University of Wisconsin R & D Center multi-unit organization.
Center for Advanced Study of Educational Administration, Eugene, Oregon.	A comparative study of multi-unit schools is being conducted, using questionnaire and interview data from experimental and control schools in Janesville, Racine, and Madison, Wisconsin.	A Research Monograph is in production.

TITLE OF ARRANGEMENT: THE DIFFERENTIATED TEACHING STAFF		OPERATING PROCEDURES: This teacher hierarchy entails additional remuneration based upon assumption of increased professional responsibilities demanding a higher level of professional competencies and contractual periods as one progresses up the ladder. (The TCRA position requires the doctorate or equivalent and specifies a 12 month contract year; the position of Senior Teacher requires the master's or equivalent and specifies a 10-11 month contract year; both positions are non-tenured.) Creation of a differentiated teaching staff is accompanied by a change in organizational structure which includes teacher participation in the decision-making process. Each school will have its own Academic Senate in which Senior Teachers and principals will engage in the formulation of school policies relating to the educational program and its improvement. Principals can rely upon the specialized expertise of their Senior Teachers in the hiring and evaluation of their instructional staff. TCRA's will sit with principals on the Council which plans district movement and articulates curriculum development through the grades. Some type of flexible scheduling is required to allow teachers time during the school day to plan and conduct studies.
TYPE OF ARRANGEMENT: Research- and instruction-oriented teaching staff	OBJECTIVES: To "professionalize" teaching by (1) incorporating varying responsibilities with pay into the salary schedule, and (2) including teacher specialists in the decision-making machinery with the administrators of the district.	
STATUS: Experimental. (Oak Avenue Intermediate School serving as pilot school.)		TRAINING: The project director suggests that these new teaching roles require the establishment of a different type of training program at colleges and universities than currently exists; he suggests the availability of funds from the Education Professions Development Act for this purpose.
SPONSOR: Fenwick W. English, Project Director, Temple City Unified School District, Temple City, California.		
MEMBERSHIP & ORGANIZATION: Teaching-Curriculum Research Associate: teaches 20-25% of time; performs curriculum design; translates research into classroom experimentation; conducts inservice workshops. Senior Teacher: teaches 60-80% of time; develops teaching strategies to implement new curricula; serves as advisor in curriculum development and research experiments. Staff Teacher: full-time teacher. Teacher Associate: beginning or provisional teacher. Academic Assistant: paraprofessional; administers tests, grades papers, etc. Educational Technician: teacher's aide; performs supervisory and house-keeping chores.		EVALUATION: The plan includes provision for colleague evaluation of professional services. The Senior Teacher evaluates staff teachers in his subject area. Evaluations are coordinated by the principal through the Academic Senate. The Senior Teacher is in turn evaluated by the staff teachers he serves and by the principal.
COST ESTIMATE: Salary schedule: TCRA, \$15,000-25,000; Senior Teacher, \$14,500-17,500; Staff Teacher, \$7,500-11,000; Teacher Assoc., \$6,500-9,000; Academic Assistant, \$6,000-7,500; Educational Technician, \$4,000-7,5000.		
		PUBLICATIONS: The production of faculty monographs is a responsibility of the Teacher-Curriculum Research Associates.

TITLE OF ARRANGEMENT: SECONDARY SCHOOL EXAMINER PROGRAM		OPERATING PROCEDURES: The Evaluation Team will be trained by the ETS consultant in test construction and evaluation. They will maintain a test bank of all tests given by the instructional staff and will assist teachers in examining results of tests for validity, reliability, and taxonomical level. During the initial year of operation, projects will include definition of performance objectives for all academic disciplines, and development of sets of pre-tests and post-tests to measure students' performance. Projects for the second year will include development of diagnostic procedures to assess students' readiness for exposure to a predetermined level of instruction, alternative strategies to achieve desired terminal behavior, methods of measuring students' progress at intermediate points along the academic time line, methods of systematically prioritizing the sequence of performance objectives, and methods of developing measurement and evaluation skills within the existing professional staff. By the third year, the program should become self-sustaining.
TYPE OF ARRANGEMENT: Secondary school instructional evaluation team	OBJECTIVES: To describe educational goals to be achieved and to establish a measurement and evaluation system to determine when these outcomes have been achieved; to enable teachers and administrators to assess student growth and change at critical points along the time line of the academic year.	
STATUS: Conceptual. (Proposal being submitted.)		TRAINING: The ETS consultant will work with the Evaluation Team in developing two self-instructional handbooks to facilitate training replacement members for the team and transfer of the model to other schools. The first will demonstrate methods for improving the evaluating and reporting system, and the second will develop psychometric skills in such areas as simple statistics, reliability, and validity.
SPONSOR: Ferucio Freschet, Coordinator of Flexible Scheduling, Aragon High School, San Mateo Union High School District, San Mateo, California.		
MEMBERSHIP & ORGANIZATION: The Secondary School Examiner at Aragon High School will administer the program; he will be assisted by a three-man Evaluation Team selected from the Aragon teaching staff; a measurement specialist from Educational Testing Service will serve as consultant on a contractual basis (one day per week during first year; two days per week during second year; and only on an occasional basis during third year).		EVALUATION: No information available.
COST ESTIMATE: Three-year grant request for \$27,000 being submitted. (Includes purchase of an automatic test-scoring machine.)		PUBLICATIONS: Reports and publications will be prepared to aid other high schools in following the procedures established at Aragon.

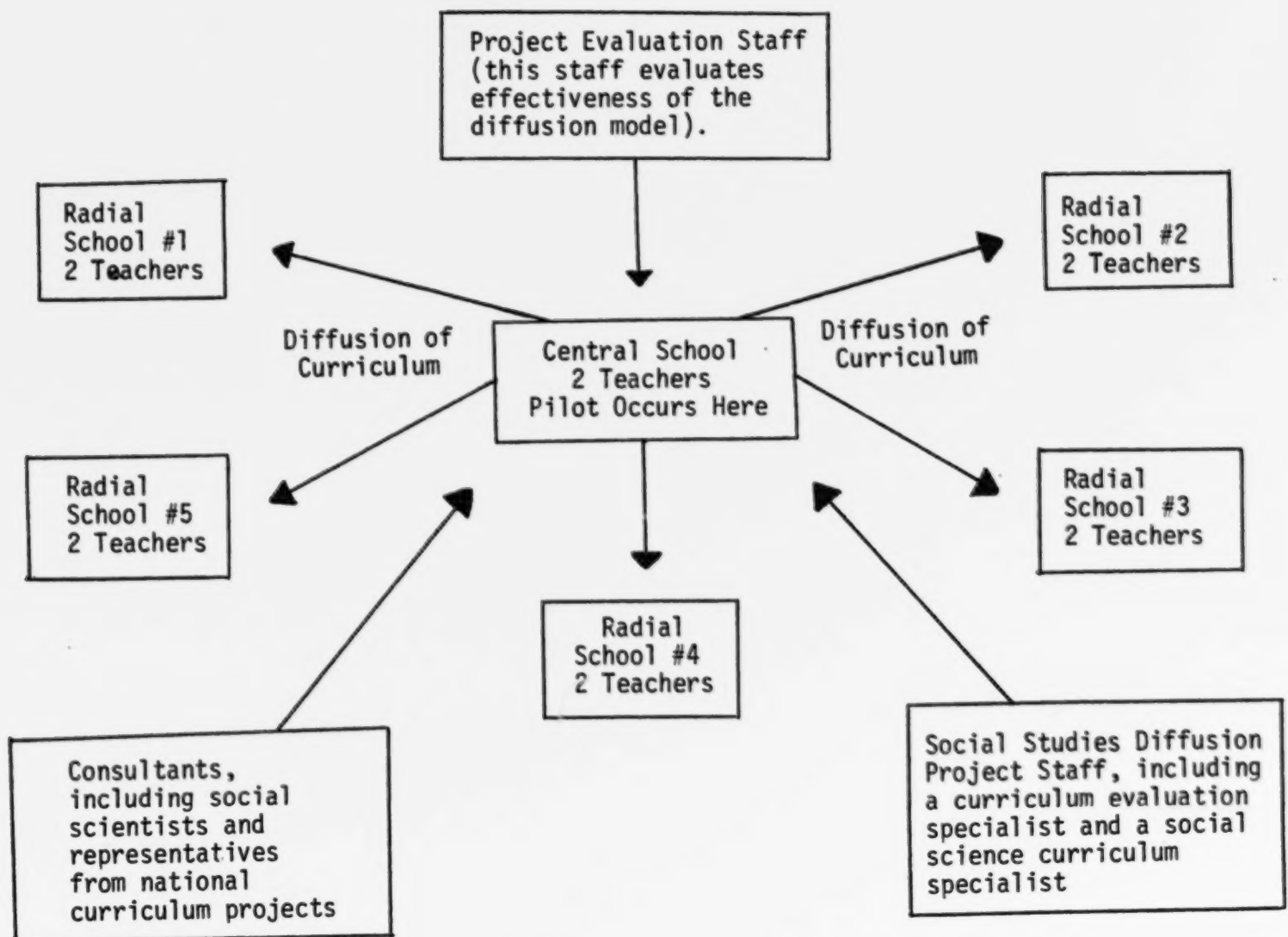
TITLE OF ARRANGEMENT: INNOVATION TEAM	
TYPE OF ARRANGEMENT: Local school resource team OBJECTIVES: To help the teacher improve instruction in the classroom by (1) increased utilization of new instructional materials and organizational patterns which can be varied according to the individual needs of teachers and children, (2) increased participation of teachers in planning and decision-making in regard to materials and school changes, and (3) increased teacher participation in new programs and inservice training. STATUS: Operational. SPONSOR: Model School Division, District of Columbia Public Schools, and Pilot Communities Program, Education Development Center, Inc., Newton, Massachusetts. MEMBERSHIP & A Liason Leader (provided by EDC) will help ORGANIZATION: the team to organize and establish itself in the school system. The Adjunct Team Leader, a psychologist, will assist team members to define their role as helpers, to understand the dynamics of group decision, and to solve problems which arise. 15 teachers, including one EDC staff member, will serve as Team Members. The Team will be directly responsible to the Assistant Superintendent of the Model School Division. COST ESTIMATE: No information available.	OPERATING PROCEDURES: The Innovation Team will be housed in a Learning Center in the School area. Its members will serve as linking agents - linking various programs together at the classroom level; linking outside organizations to the school; and linking the aims of the Model School Division with departments in the school system. The team will also serve as an instructional unit by arranging and conducting workshops and learning sessions for teachers, and as a facilitating unit by bringing together resources to assist teachers in seeking solutions to problems hampering their effectiveness as teachers, or their pupils' involvement as learners. The classroom teacher will be the decisive agent in determining when and how the resource team will be utilized. A Cooperative Staff will be established to provide a corps of expertise immediately available to the Innovation Team: Reading Coordinator, Reading Specialists, Social Studies Coordinator, Mathematics Coordinator, Science Resource Teachers, Mathematics Resource Teachers, Mathematics Resource Teacher, Junior High Coordinator, Team Teaching Supervisor, and Non-Graded Supervisor. TRAINING: The team will conduct workshops and learning sessions for teachers. Team members themselves will undergo training sponsored by EDC. EVALUATION: During the first year, evaluation will focus on the teacher: what changes have and can be incorporated into the teacher's approach, role, classroom, and utilization of improved teaching techniques. Formal instruments for evaluation will be worked out in cooperation with the research resources of the Model School Division. PUBLICATIONS: No information available.

TITLE OF ARRANGEMENT: THE MODELS FOR PLANNED EDUCATIONAL CHANGE PROJECT	
TYPE OF ARRANGEMENT: Local school change-agent team	OPERATING PROCEDURES: Change-agent members conduct an ongoing systematic sensing, diagnosis and analysis of both organizational and instructional problems. This implies a concomitant responsibility for data collection and interpretation in order to facilitate identification of problems, following which the team must plan for the alleviation of those problems. Such planning may involve identification of forces which act to maintain the problem state, identification of potential role restructuring necessitated by a solution, and application of Force Field Analysis (based on the psychological theory of Kurt Lewin) to determine the feasibility of intervention strategies. The team must then coordinate the change project within the school system and eventually evaluate the success of the change and establish a terminal relationship with personnel implementing the changes. In addition, the change-agent team will attempt to establish an innovative climate by serving as a model for innovative behavior in the school system, holding workshop sessions with school personnel to effect desired behavioral changes, and serving as a resource for more localized change-agent personnel within the school system. TRAINING: The research team of the Wisconsin R & D Center has conducted training sessions for the experimental change-agent teams in the area of human relations training; methods of data collection, interpretation, and feedback; problem-solving skills; and utilization of external resources. This training not only improves the competencies of team members, but also prepares them to train others in the system to become localized change-agents. EVALUATION: The evaluation model to be employed will include administration of formal instruments such as the COPE (Cooperative Project for Educational Development) diagnostic instruments, observation and documentation of system and community data not obtainable through formal instrumentation, and collection of longitudinal data. PUBLICATIONS: None planned by the change-agent teams.
OBJECTIVES: To develop a model for a change-agent team which will plan for and manage specific changes as well as facilitate and perpetuate an innovative climate in a school system.	
STATUS: Developmental. (Currently undergoing feasibility testing in three Wisconsin school systems).	
STATUS: Max R. Goodson, Principal Investigator, Wisconsin Research and Development Center for Cognitive Learning, University of Wisconsin, Madison, Wisconsin.	
MEMBERSHIP & ORGANIZATION: The change-agent team will function at the district level and will include the superintendent and/or his central office representatives to facilitate implementation of decision-making by the team and principals, teachers and school board members to provide divergent view points and system linkages to coordinate adoption of innovations. The recommended size is five to eight members.	
COST ESTIMATE: No information available.	

TITLE OF ARRANGEMENT: RESEARCH IMPLEMENTATION TEAMS IN EDUCATION (RITE)	
TYPE OF ARRANGEMENT: Information Specialist Team	OPERATING PROCEDURES: The RITE team addresses itself to the development of the change processes necessary for the continuous and systematic improvement of school practices, by selecting a school problem (an educational idea, program, innovation, etc.) about which a wide variety of information must be retrieved, evaluated and acted upon in order to effect a solution. The RITE problem-solving process runs from the Study Stage (stating an educational need, limiting the problem, and selecting a feasible alternative), through Planning, Experimental, and Field Test Stages to final Adoption. A three-man RITE team has been formed in the Delaware Department of Public Instruction to study the problem of "The Extended School Year." A second team has been formed by the New Jersey Urban Schools Development Council, comprising the states ten largest urban school districts, to examine "Minorities in the Curriculum" at three school sites. Finally, SPEEDIER (Study for Purpose of Expediting Educational Development Indicated through Educational Research), an organization comprising four rural counties in central Pennsylvania, has formed a RITE team and has selected as its problem, "How Can an Innovation Not Present in the Schools of the Region Be Introduced into These Schools." DART (Delaware Advance Research Team), which operated during the 1967-68 school year, has been discontinued. TRAINING: Dr. Ronald Havelock of the University of Michigan conducted a two-day workshop for RITE team leaders in July 1968 and RBS is now contemplating a Project Managers' Workshop. An eventual outcome of RITE will be the specification of skills necessary for a successful problem-solver (i.e., group process skills, analysis and interpretation of research, information retrieval, statistical interpretation, problem-solving and decision-making theory), from which RBS will develop self-instructional training packages. EVALUATION: RBS will develop an evaluative feedback loop to monitor and define the processes of change.
OBJECTIVES: To gather, categorize, analyze and communicate research information for use by educational planners and decision-makers.	
STATUS: Developmental. (Three RITE teams have been formed for field tests in the states of Delaware, New Jersey, and Pennsylvania.)	
SPONSOR: Dr. G. Baker Thompson Research for Better Schools, Inc., Philadelphia, Pennsylvania.	
MEMBERSHIP & ORGANIZATION: RITE is a group of three to five research persons designed to assist educational systems in problem-solving endeavors on a part-time basis. RITE functions in the capacity of a subsystem of the planning or policy-making group. Headed by a full-time Team Leader, the group may be largely composed of graduate students.	
COST ESTIMATE: The annual cost for implementation of a RITE team is \$50,000.	PUBLICATIONS: RBS has produced several documents on the RITE arrangement.

TITLE OF ARRANGEMENT: SOCIAL STUDIES DIFFUSION PROJECT	
TYPE OF ARRANGEMENT: District-level curriculum development program	OPERATING PROCEDURES: Each field station proceeds through four successive phases: An analysis phase during which a number of new curricula are critically examined and one curriculum is selected for pilot testing; a development phase during which the curriculum materials are adapted for teaching; a pilot phase during which materials are piloted in approximately four classes in the central school and subsequently revised; and a diffusion phase during which the revised materials are diffused to several classes in each radial school.
OBJECTIVES: (1) To provide a rational basis for analyzing and selecting among competing social studies curricula and implementing the adopted curriculum, (2) to train leadership personnel to innovate successfully by critically analyzing whether a particular curriculum has goals worth accomplishing, and (3) to eventually adapt the resultant model for curriculum analysis and implementation to other subjects in the curriculum.	TRAINING: Participation at a central school will produce teachers who are trained in the process of curriculum analysis and implementation.
STATUS: Developmental. (During the 1968-69 school year, four Field Stations comprising six schools each will be functioning at various stages of the curricula analysis and implementation process.)	EVALUATION: A curriculum evaluation specialist will measure the extent to which the experimental curriculum of each field station accomplishes its stated goals; and data will be gathered to measure the effectiveness of the diffusion model in terms of institutional changes in participating schools and attitude changes of field station staff members.
SPONSOR: Central Midwestern Regional Educational Laboratory in cooperation with the Metropolitan St. Louis Social Studies Center, a Title III project, and cooperating schools.	PUBLICATIONS: No information available.
MEMBERSHIP & ORGANIZATION: A curriculum diffusion center or field station consists of a single school (central school) which pilots a new curriculum and five or six additional schools (radial schools) to which the new curriculum will be diffused. Two teachers are selected by each school participating in a field station and are released two-fifths time for planning activities. A curriculum resource person is assigned to each field station to provide leadership in training activities.	
COST ESTIMATE: CEMREL has budgeted approximately \$66,000 for Social Studies Diffusion Project activities to take place between September 1968, and December 1969.	

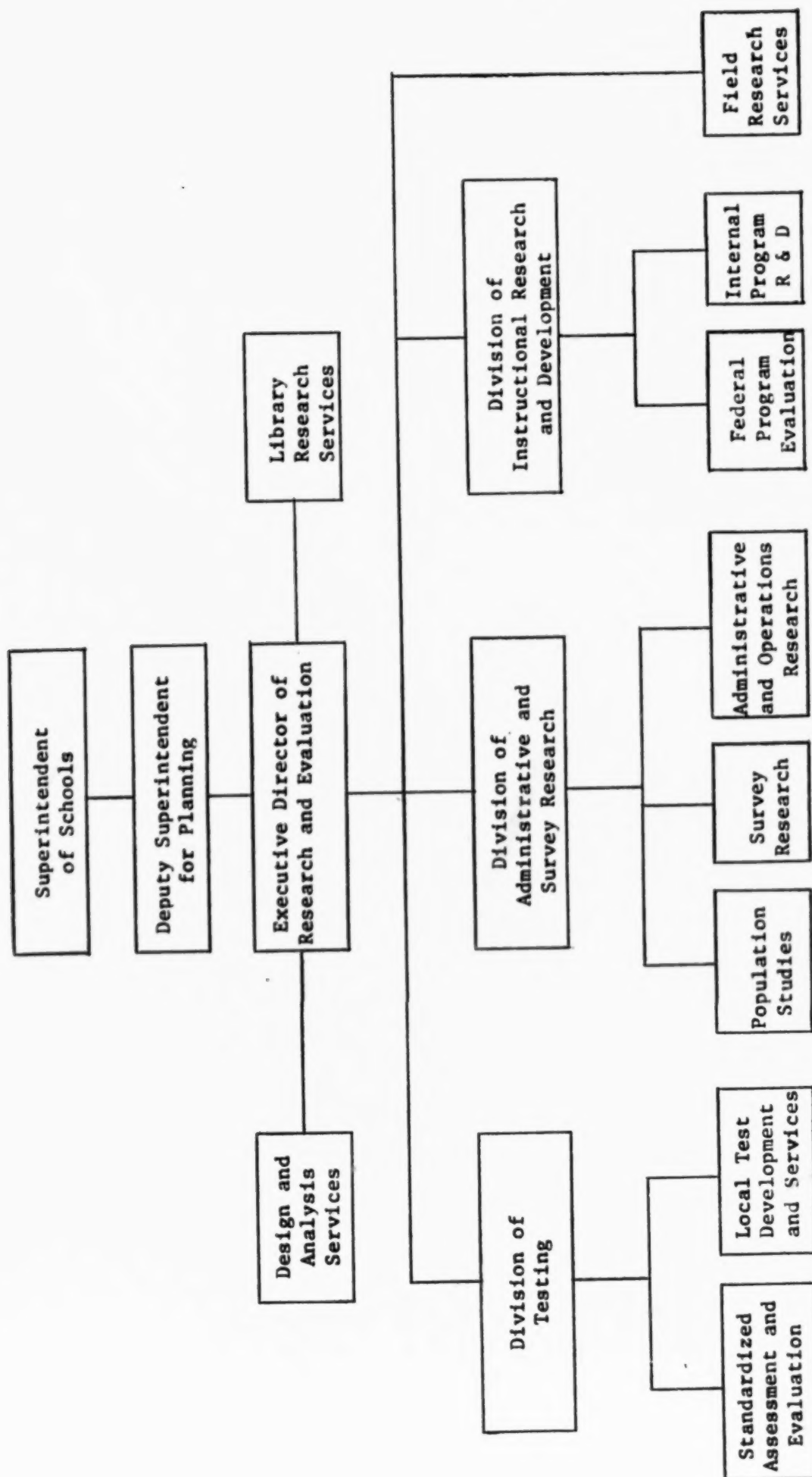
STRUCTURE OF ONE FIELD STATION



TITLE OF ARRANGEMENT: INSTITUTIONAL RESEARCH UNIT		OPERATING PROCEDURES: The Los Angeles Unified School District is assembling a team of idea hunters, to be called an Institutional Research Unit. The full-time job of this group will be to search for practicable ideas for developing innovative, experimental techniques in instruction, curriculum planning, and occupational training. The unit will not assume responsibility for the operation of innovative programs within the school district, but rather for the discovery of programs adaptable for use in the school district and for the coordination of their implementation.
TYPE OF ARRANGEMENT: Information specialist team		
OBJECTIVES: To search the domains of business, science, and government for imaginative programs to strengthen instruction and supportive services in the Los Angeles schools.		
STATUS: Experimental.		
SPONSOR: Los Angeles Unified School District.		
MEMBERSHIP & ORGANIZATION: A team of information specialists operating at the school district level.		TRAINING: No information available.
		EVALUATION: No information available.
COST ESTIMATE: No information available.		PUBLICATIONS: No information available.

TITLE OF ARRANGEMENT: DEPARTMENT OF INSTRUCTIONAL RESEARCH, DEVELOPMENT, AND EVALUATION.	
TYPE OF ARRANGEMENT: School research office OBJECTIVES: To structure systematic, long-range educational change in Dade County, seeking to capitalize upon the advances of science and technology in order to achieve ultimately a total educational environment best suited for individualized instruction, through the support of research, development and evaluation. Specific areas of concentration will be: identification, structuring and publication of goals; test administration and data collection; development of a prototype self-instructional laboratory; implementation of a Neighborhood Educational Cultural Centerette (with health, psychological, and educational services for children ages 4-7 and their parents); evaluation of programs; and evaluation, development and dissemination of information and materials for use with disadvantaged students. STATUS: Operational. (Instituted in July, 1966.) SPONSOR: Dr. Ralph Hall, Director, Instructional Research, Development and Evaluation, Dade County Public Schools, Miami, Florida. MEMBERSHIP & ORGANIZATION: The Department Director is immediately responsible to the Associate Superintendent for Instruction. The Department is composed of nine units responsible to the Director and Assistant Director: Evaluation Unit, Pupil Characteristics, Test Administration and Data Collection, Center for Self-Instruction, Instructional Goals Learning Assessment, Teacher Characteristics, Curriculum Development, and Neighborhood Educational Cultural Centerette. COST ESTIMATE: No information available.	OPERATING PROCEDURES: The Department gathers, organizes, and channels into the system research information applicable to the many situations of the Dade County schools. Informational gaps necessary for the planning of change are filled in by designing appropriate research studies. Experiments are either conducted by the Department in local settings or in cooperation with universities, government agencies, and foundations. In its development efforts, the Department makes use of research findings and computer technology to systematically provide new curriculum materials, techniques, and approaches to instruction based upon clearly defined goals and behavioral objectives. The Department is undertaking the identification of goals for dissemination to and utilization by the school system as a first step toward the institution of a Systems Approach to educational change in Dade County. The Department is also developing a prototype self-instructional laboratory and identifying appropriate implementation processes; developing a medical-psychological-educational laboratory with in-service programs for teachers, interns, and parents; and, through its Curriculum Development Laboratory, publishing, evaluating, and disseminating a package of materials for students and teachers implementing instructional objectives for seventh-grade disadvantaged students. TRAINING: No information available. EVALUATION: The Department builds methods of evaluation into its systems; through feedback each program can be modified and improved. A new program may go through stages of pilot studies, demonstration prototypes, or forms of simulation to gather data on strengths and weaknesses so that the system can become self-correcting and capable of optimum results. PUBLICATIONS: Most organizational units plan to publish their findings.

TITLE OF ARRANGEMENT: OFFICE OF RESEARCH AND EVALUATION	OPERATING PROCEDURES: The Division of Instructional Research and Development conducts research to improve the instructional program, evaluates on-going programs, renders assistance on design and statistical analysis of instructional studies, and disseminates study results within the District. These activities are extended to the individual school level through the operation of the Department of Field Research, which has appointed three District Research Coordinators who assist district superintendents in the identification of research needs and in the planning and implementation of local research projects, and two doctoral-level Teacher-Researchers who are assigned half-time to designing and conducting research projects for a small number of schools. Eventually, Philadelphia hopes to place one Research Coordinator in each district within the school system, plus one Teacher-Researcher in each secondary school and in every two to four elementary schools. A Design and Analysis Service provides consultation on the planning of research projects, analysis of data and computer applications, and a Library Service conducts literature reviews and furnishes summaries of recent developments in specific areas of research. A Division of Testing and a Division of Administrative and Survey Research complete the Office staff.	
TYPE OF ARRANGEMENT: School research office	OBJECTIVES: (1) To support the decision-making process by supplying valid and relevant information to professional decision makers at all levels, & (2) to encourage innovation and the trial of new ideas at the local level.	
STATUS: Operational.	TRAINING: The Design and Analysis Services Branch is responsible for the development in the Office staff of expertise in statistical analysis, data processing and computer programming. A Personnel Training Program to offer field experience within the Office of Research and Evaluation is being proposed in cooperation with the University of Pennsylvania.	
SPONSOR: John L. Hayman, Jr., Executive Director, The School District of Philadelphia, Pennsylvania.	EVALUATION: No information available.	
MEMBERSHIP & ORGANIZATION: The Office maintains a staff of approximately 30. The Executive Director is immediately responsible to the Deputy Superintendent of Planning.	PUBLICATIONS: No information available.	
COST ESTIMATE: Annual budget is approximately \$925,000.		



Organization Chart

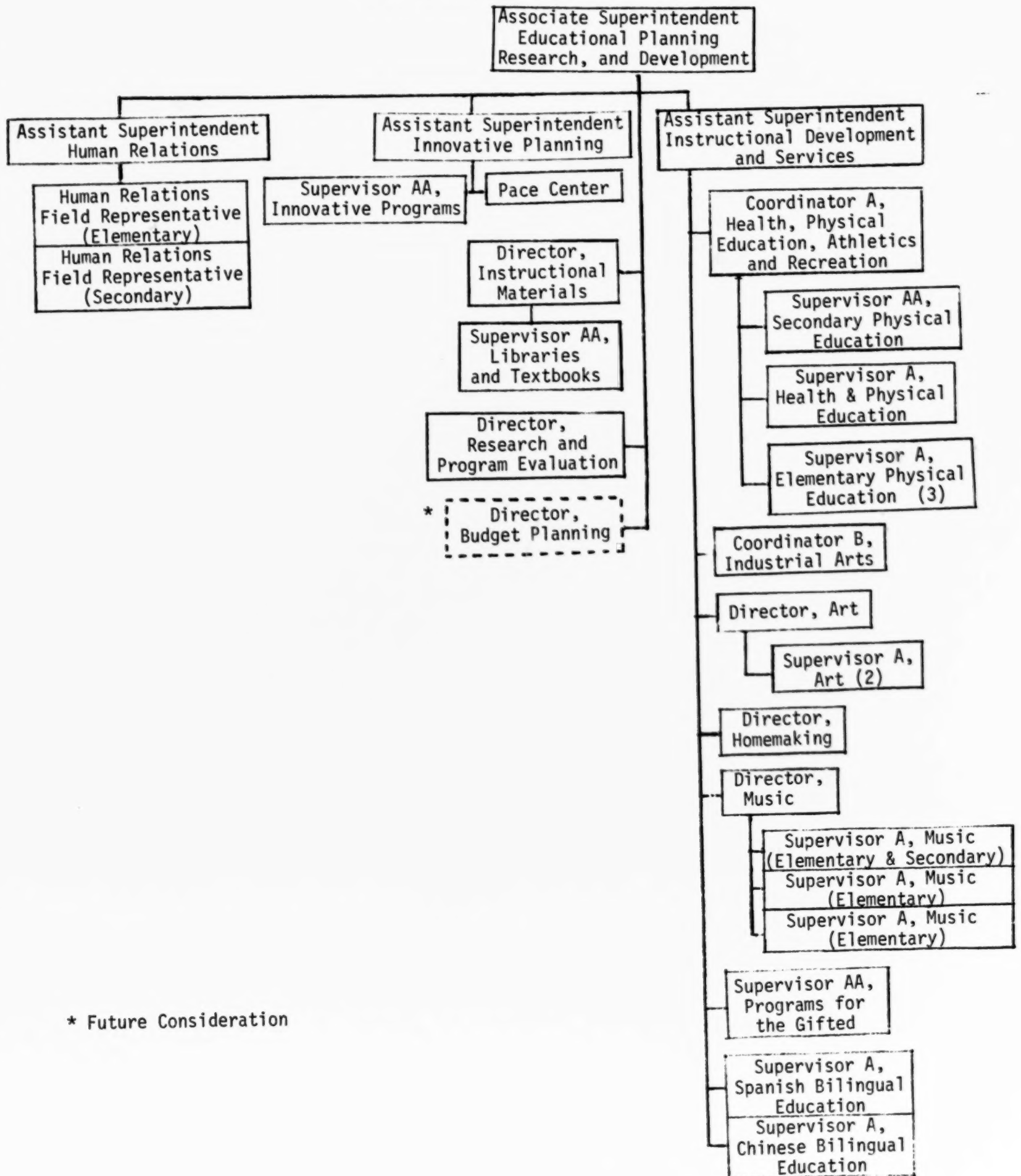
Office of Research and Evaluation
THE SCHOOL DISTRICT OF PHILADELPHIA

TITLE OF ARRANGEMENT: DIVISION OF EDUCATIONAL PLANNING, RESEARCH AND DEVELOPMENT	
TYPE OF ARRANGEMENT: School research office	OPERATING PROCEDURES: Research-oriented directorships in the San Francisco plan include: The Associate Superintendent of Innovative Planning, who directs the development and submission of project proposals, and acts as a liaison between the San Francisco district and Federal or State units and the community; Assistant Superintendent of Instructional Development and Services, who coordinates the curricular activities; the Director of Instructional Materials who evaluates and procures instructional materials; and the Director of Research and Program Evaluation who administers the testing program, evaluates special programs, and conducts routine administrative research. The Division of Educational Planning, Research and Development is responsible for the preparation of surveys, reports and questionnaires required by Federal or State Agencies, the State Board of Education, and the San Francisco Board of Education and for formulation of long-range budgets to anticipate the changing needs of the Districts.
	TRAINING: No information available.
	EVALUATION: No information available.
	PUBLICATIONS: No information available.

OBJECTIVES: (1) To anticipate the need for information pertinent to educational planning and to process and interpret this information; (2) to coordinate school-community research programs for the district; (3) to insure that a strong program of equality/quality is promoted and maintained in the curricula of all schools; and (4) to insure the utilization of the best and most effective techniques and methods for attaining and maintaining quality education.	STATUS: Experimental. (The department was reorganized during the summer of 1968.)
	SPONSOR: Associate Superintendent Lewis Allbee, San Francisco Unified School District, San Francisco, California.
	MEMBERSHIP & The Associate Superintendent of Educational ORGANIZATION: Planning, Research and Development reports directly to the Superintendent of Schools. Under him are Assistant Superintendents of Human Relations, Innovative Planning, and Instructional Development and Services, the Director of Instructional Materials and the Direction of Research and Program Evaluation.
	COST ESTIMATE: No information available.

DIVISION OF EDUCATIONAL PLANNING, RESEARCH AND DEVELOPMENT

Organizational Chart



* Future Consideration

B. INTRA-STATE CONSORTIA OF DISTRICTS

TITLE OF ARRANGEMENT: CENTER FOR COORDINATED EDUCATION		OPERATING PROCEDURES: The Center's activities focus upon the improvement process as it affects the instructional program, the professional growth of personnel, and the organization of the school. Experiments are conducted in actual school settings in an attempt, not to establish innovations or institutionalize change, but to understand the alternative processes through which these can be accomplished. The Center employs an experimental method through which one particular aspect of the school operation is subjected to intensive study and appraisal, out of which apparent weaknesses are identified. The weaknesses are then analyzed and an experimental corrective strategy is devised. Currently undertaking a series of Experiments in Teacher Professional Growth, the Center will develop sample curriculum materials which emphasize inquiry and the attainment of major social concepts; test instructional methods such as specifying behavioral outcomes, individualizing instruction, and sequential questioning techniques; explore new school staffing arrangements which offer time and incentive for professional growth; and experiment with a feasible system of teacher growth including interaction analysis, camera feedback, micro-teaching, and self-assessment.
TYPE OF ARRANGEMENT: Research council		
OBJECTIVES: The Center for Coordinated Education seeks, through practical experiments in schools, to learn more about the improvements that are needed and the processes through which they can be achieved.		
STATUS: Operational.		
SPONSOR: Dr. Louis J. Rubin, Director, University of California, Santa Barbara, California.		
MEMBERSHIP & ORGANIZATION: A ten-man professional staff conducts the Center's projects, which are carried out in cooperation with 31 participating elementary and secondary schools in Santa Barbara County, involving the total instructional staff.		TRAINING: No information available.
		EVALUATION: The Center's experiments will be evaluated through the collection of pre-test and post-test data, recording of observations, and formulation and testing of hypotheses.
COST ESTIMATE: No information available.		PUBLICATIONS: No information available.

TITLE OF ARRANGEMENT: THE CENTER FOR THE COOPERATIVE STUDY OF INSTRUCTION	
TYPE OF ARRANGEMENT: Research Council OBJECTIVES: (1) To develop new knowledge about the relationships between the cognitive and the affective, social, and personal outcomes of school experiences, (2) to foster research and research-oriented activities relating to the instructional processes in public and private school systems, and (3) to encourage opportunities for empirical testing in school districts of promising instructional procedures and practices. STATUS: Operational. SPONSOR: Dr. Robert Rippey, Director, Graduate School of Education, University of Chicago. MEMBERSHIP & ORGANIZATION: The membership encompasses approximately sixty-five public and private school systems in Illinois. The six-man Center staff is assisted by two advisory committees, one drawn from the University faculty and one from affiliated school personnel. The Center maintains close contacts with the Central Midwestern Regional Educational Laboratory (CEMREL), the Cooperative Educational Research Laboratory (CERLI), and the Center for Urban Education (CUE). Reciprocal relations have also been established with the Illinois Department of Public Instruction. COST ESTIMATE: No information available.	OPERATING PROCEDURES: The Center addresses itself primarily to relevance, readiness, communication, and evaluation of instructional processes in the classroom. The Center's research activities involve the researcher and the practitioner in a joint endeavor in which the affiliated schools serve as laboratory settings for research projects initiated by both university and affiliated school personnel. Some school-initiated projects are carried-out independently, with only the inclusion of additional measures of outcome to satisfy the Center's evaluation procedures. The maintenance of cooperative relationships with school personnel and the identification of educational problems of mutual interest are accomplished through meetings and workshops at the University and by the extension of these contacts into the field. Major responsibilities in carrying out school-based investigations or demonstrations, as well as in planning and implementing training seminars and workshops, are often assigned to graduate students. TRAINING: Friday seminars are conducted throughout the year to provide teachers and research directors with stimuli for new experimentation and assistance in the analysis of data from complete experiments. Additional evening workshops have been conducted on evaluation techniques, classroom observation, computer use and programming, statistics, and research design. An individually-oriented Summer Institute on Research and Evaluation is offered for credit; plans are developed for school-year research. EVALUATION: The Center staff is in the process of determining appropriate criteria for evaluating the effectiveness of the Center. PUBLICATIONS: Reports of completed research studies are available upon request.

TITLE OF ARRANGEMENT: EAST TEXAS SCHOOL STUDY COUNCIL		OPERATING PROCEDURES: The Council sponsors meetings for administrators of member schools on such subjects as the administrator's role in instructional leadership and organization as a means to innovation and curriculum development. These meetings are held on the campuses of various member schools to afford administrators an opportunity to examine school facilities and programs in operation. A small number of research projects concerning various administrative functions are carried out each year, enlisting the participation of staffs of member districts. A lending library is maintained by the Council for the use of district members. Council staff will supply research information to requestors and will conduct library research when additional information is required. TRAINING: No information available. EVALUATION: The major formal evaluation technique used to supplement feedback from Council members is an unstructured evaluation form submitted to the Board of Directors for anonymous responses regarding the attainment of objectives and the effectiveness of the Council activities. PUBLICATIONS: Research project reports, a yearly compilation of Best Practices among member schools and a newsletter are published for distribution to Council members and to study councils across the country, on exchange agreements.
TYPE OF ARRANGEMENT: Research council	OBJECTIVES: To conduct, collect, and report research of interest to member schools, and to disseminate information regarding innovative school practices.	
STATUS: Operational. (Established in September, 1966.)		
SPONSOR: Lynn Turner, Director, East Texas State University, Commerce, Texas.		
MEMBERSHIP & ORGANIZATION: Current membership comprises 35 school systems, representing a total enrollment of over 78,000 pupils. The Council is administered by an Executive Committee.		
COST ESTIMATE: Annual cost is approximately \$4,000. The Council is financed through membership dues based on number of students in ADA, with a maximum fee of \$600.		

TITLE OF ARRANGEMENT: EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL OF THE TWIN CITIES METROPOLITAN AREA, INC.	
TYPE OF ARRANGEMENT: Research Council. OBJECTIVES: To promote purposeful educational change through curriculum and organizational planning among local school districts, institutions of higher education, professional and lay organizations, the State Department of Education, and major cultural and educational organizations in the area. The Council will encourage local initiative in R & D activities, and will provide resources and personnel as needed.	OPERATING PROCEDURES: The following commissions operate within the Council: The Commission on Administration (whose activities include three annual research projects--Financing Schools, Finance Study Supplement, and Staffing Schools--and other administrative research projects); the Curriculum and Instruction Commission (which deals with specific problems or subject matter areas such as sex education, language arts or cultural resources, improvement of instruction); the Exceptional Child Commission (whose workshop activities are designed to benefit children with special learning disabilities and to acquaint and up-date administrators with the necessity of effective SLD programs). Research projects suggested by member schools and approved by the board are frequently carried out by graduate students at the University of Minnesota. The Council maintains a clearinghouse which publishes selected research conducted by outside agencies.
STATUS: Operational.	TRAINING: The Council hosts workshops in such areas as decision-making laboratories for elementary and secondary school principals, improvement of instruction by self-evaluation, etc.
SPONSOR: Van D. Mueller, Executive Secretary, College of Education, University of Minnesota, Minneapolis, Minnesota. MEMBERSHIP & ORGANIZATION: Current membership includes 44 school systems and 8 associate members. Membership is open to the chief school executive of any public school district in the seven county metropolitan area.	EVALUATION: Annual, systematic evaluation of the Council's program and activities has been adopted as an immediate objective by the long-range planning committee.
COST ESTIMATE: No annual cost data available. Each member school pays service fees of 0.0005% of the current expense budget. Minimum fee is \$500; maximum is \$2,500.	PUBLICATIONS: A large number of Council publications are available to Council members and other interested persons at a nominal charge.

TITLE OF ARRANGEMENT: FOX VALLEY CURRICULUM STUDY COUNCIL, INC.	
TYPE OF ARRANGEMENT: Research council	OPERATING PROCEDURES: The FVCSC acts as a coordinating agency in the study of curriculum and instructional problems, introduces new curriculum materials, and extends consultant help to member schools. Through dissemination of pertinent research findings and information concerning independent studies in local districts, the Council encourages involvement of personnel, facilities and finances of member school systems in identifying and conducting research projects. Ad Hoc committees are created within the membership for the purpose of studying a given subject area to determine whether research or curriculum study is justified. Upon approval by the Board of Directors, a Study Committee will be formed to engage in an appropriate research or curriculum activity. Ad Hoc committees are presently in operation in the following areas: Computers, The Disciplined, Economics, Family Living, Music, Private School Trends, Programmed Learning, Religious Education, Science, Articulation between Secondary School and Post-Secondary School, and Teacher Aides.
STATUS: Operational. (Established in July 1963.)	TRAINING: The FVCSC conducts in-service and summer curriculum study workshops.
SPONSOR: Dr. Roger J. Herold, Executive Secretary, Wisconsin State University, Oshkosh, Wisconsin.	EVALUATION: Evaluations of FVCSC research and curriculum projects are conducted by the University office. No detailed information regarding this activity is available.
MEMBERSHIP & ORGANIZATION: Membership is open to public and private elementary and secondary schools, as well as colleges and universities in the Northeastern area of Wisconsin. Current membership includes eighteen school systems, serving 60,000 pupils. The Council is governed by a Board of Directors consisting of one representative from each of the member school districts.	PUBLICATIONS: No information available.
COST ESTIMATE: Annual cost is approximately \$19,000. Affiliated schools pay membership dues of \$300-600, based upon number of professional employees in the school system.	

TITLE OF ARRANGEMENT: METROPOLITAN DETROIT BUREAU OF SCHOOL STUDIES, INC.	
TYPE OF ARRANGEMENT: Research council	OPERATING PROCEDURES: The Bureau works towards its objectives through the sponsoring of area-wide conferences and the fostering of local school supported study groups or committees. Five study committees are currently in operation: Committee for the Improvement of Professional Management, General Education Committee, English Committee, Elementary School Improvement Committee, and Committee for the Study of Art in Education. Each committee plans its own conferences, discussion and study groups, and publications. The Bureau staff plans, conducts and publishes results of its own research projects, in addition to supporting research initiated from outside the Bureau. Support for externally-initiated projects includes solicitation of co-operation of research subjects, data collection, financial support, and publication of reports of completed studies.
STATUS: Operational. (Established in 1946.)	TRAINING: No information available.
SPONSOR: Dr. Gerald G. Mansergh, Director, Wayne State University, Detroit, Michigan.	EVALUATION: Periodic evaluations of the Bureau have been conducted and have led to revisions in organizational structure and services. The last evaluation was conducted in 1967 by the current Bureau director.
MEMBERSHIP & ORGANIZATION: Membership is open to any public school district or intermediate district in a six-county area encompassing Detroit. Current membership consists of 53 public school systems, plus Wayne State University, the University of Michigan, and Eastern Michigan University. The research services of the Bureau are conducted by a five-man Bureau staff, which receives administrative support from an Executive Board whose members include superintendents from participating schools and faculty from education departments of participating universities.	PUBLICATIONS: The following Bureau publications are disseminated to members: Bureau Briefs, Teaching Core which disseminates information relating to a core curriculum, and annual reports of the Bureau.
COST ESTIMATE: No annual cost information available. The Bureau is financed largely through membership fees of \$60 per institution plus \$1.25 for each professional employee with a maximum of \$610.	

TITLE OF ARRANGEMENT: METROPOLITAN SCHOOL STUDY COUNCIL		OPERATING PROCEDURES: MSSC research activities focus upon the factors which cause quality in education. The Council investigates system characteristics which depend upon administrative policy, such as level of financing, teachers' salaries, class size, or socio-economic conditions, and relates them statistically to various measures of quality. The provision of normative data to member districts reveals the areas of needed change in each district. The Council's major current activity is the application of Indicators of Quality, a newly developed instrument for obtaining quantitative measures of school quality by means of observation of critical classroom behavior. The instrument, which is administered through a series of time samples, is composed of 51 polarized signs which are designed to measure the presence or absence of four criteria of educational quality: individualization, group activity, interpersonal regard, and creativity. Because training of observers is essential to obtaining reliable quantitative measures, the observation guide is not being offered for public distribution. A complete application, scoring and report service is available from MSSC, entailing either the use of outside trained observers or the training of local observers.
TYPE OF ARRANGEMENT: Research Council		
OBJECTIVES:	To provide continuing analysis and evaluation service to guide member school districts in administrative decision-making.	
STATUS:	Operational.	
SPONSOR:	David Donovan, Executive Secretary, Institute of Administrative Research, Teachers College, Columbia University, New York, N.Y.	TRAINING: Training of observers is administered in a three-day period of familiarization and trial application, consisting of memorization of the items and learning rules for application of the items to observed behavior. During the first six days of an observer's work, a sampled cross-check against other observers is obtained in order to identify highly divergent observers. Periodic sessions of retraining are advised.
MEMBERSHIP & ORGANIZATION:	The MSSC is composed of approximately 65 school districts within 50 miles of New York City. The Chairman's Council, comprising appointed representatives from member school districts, plans the activities of the Council at its semi-annual sessions. U.S. Office of Education Research Trainees and Graduate Research Fellows from the I.A.R. are employed by the Council.	EVALUATION: Following the trial application of Indicators of Quality, a statistical examination of the instrument was made through item analysis and computation of reliabilities.
COST ESTIMATE:	No information available.	PUBLICATIONS: The Exchange research report is distributed to members (10/year). Indicators materials generally available include Signs of Good Teaching, Guide to Interpretation of Scores, Measurement of School Quality and Its Determinants.

TITLE OF ARRANGEMENT: NORTHEASTERN INDIANA SCHOOL STUDY COUNCIL		OPERATING PROCEDURES: Superintendents of member schools meet monthly and serve as a steering committee for the Council. Educational practices and problems of common concern are identified for investigation by the Council and the assistance of teachers and administrators is enlisted. At the conclusion of the Council's investigation of a problem, the individual schools involved pursue the project in depth in accordance with the unique nature of their local situations. The Elementary Principals and the Junior High Principals have organized into committees to study such topics as curriculum, school organization, and evaluation relevant at their school level. In addition, the Council provides Psychological Services to the member school community and performs administrative services such as publishing a directory of administrative personnel in Council schools and conducting a salary schedule survey. TRAINING: In-service training conferences have been conducted for personnel of member schools on Decision-making, Facilitating Change, and Junior High School Curriculum. EVALUATION: No information available. PUBLICATIONS: Research study reports are published by the Council and distributed to member schools and study councils across the country.
TYPE OF ARRANGEMENT: Research council	OBJECTIVES: To improve education in member school systems through the cooperative study of common educational problems, the diffusion of effective educational practices, and the stimulation of active participation by school boards, administrators, teachers, pupils and the lay community in educational planning and activity.	
STATUS: Operational. (Established in November 1961.)		
SPONSOR: Dr. Philip Ballou, Executive Secretary, Ball State University, Muncie, Indiana.		
MEMBERSHIP & ORGANIZATION: Current membership includes ten public school systems in northeastern Indiana. Membership qualifications for school systems include a minimum enrollment of 1000 ADA and having a high school that is a member of the North Central Association of Colleges and Secondary Schools.		
COST ESTIMATE: No annual cost data available. Each member school pays a \$200 yearly fee to support in-service programs.		

TITLE OF ARRANGEMENT: PHILADELPHIA SUBURBAN SCHOOL STUDY COUNCIL	
TYPE OF ARRANGEMENT: Research council	OPERATING PROCEDURES: Each of the five groups of superintendents hold monthly seminars with the Executive Director to discuss problems and plan Council projects. Special committees or task forces are appointed when the Council undertakes special projects. Consultants from various educational institutions are engaged to work with members selected from participating districts on these task force efforts. Projects conducted by the several Council groups encompass both administrative and instructional research.
OBJECTIVES: (1) To accelerate change toward improved quality of education in member districts, (2) to foster research related to the acute educational problems facing the public schools, and (3) to support the University of Pennsylvania's program of preparation for careers in education.	
STATUS: Operational.	
SPONSOR: Dr. Matthew J. Pillard, Executive Director, Educational Research and Service Bureau, University of Pennsylvania, Philadelphia, Pennsylvania.	TRAINING: Two doctoral candidates from the University of Pennsylvania are assigned to the Council as research assistants, with their stipends being paid by the Council. This opportunity provides them with field experiences relevant to their assumption of administrative leadership positions in education.
MEMBERSHIP & ORGANIZATION: The Council is composed of a central four-man professional staff from the University and of five autonomous groups known respectively as A,B,C,D and E, comprising a total of 62 school districts. Each group has its own president and its own professional program. The five presidents constitute the Study Council Cabinet which convenes three times a year and consults with the Executive Director to determine the overall direction of the Council.	EVALUATION: Activities of the Council are evaluated by procedures ranging from field tests to full-scale formal reviews. Feedback from personnel who implement Council-initiated projects in individual schools is used to modify the application to comply with local requirements.
COST ESTIMATE: The 1968-69 budget is approximately \$70,000. Participating districts pay membership dues to their respective group within the Council.	PUBLICATIONS: The Council publishes studies, generally organizational in nature, for dissemination to member districts and public sale. Other Council publications of more wide-spread appeal are published commercially.

TITLE OF ARRANGEMENT: THE PIEDMONT ASSOCIATION FOR SCHOOL STUDIES AND SERVICES (PASSS)		OPERATING PROCEDURES: The following services are rendered by PASSS to member schools: assistance in the design and evaluation of new instructional programs and of research programs, collection of data about member schools, securing consultant services, conducting in-service education programs, and informing members of promising educational practices. PASSS has cooperatively initiated the Developmental Reading School, a Title III ESEA project which serves as a demonstration center for teacher observation of developmental reading instruction and as a materials resource center for identification and evaluation of instructional aids. The project provides for the reimbursement of substitutes employed while teachers are visiting the center.	
TYPE OF ARRANGEMENT: Research council	OBJECTIVES: To attack educational problems and needs common to member units through the execution of mutually beneficial educational programs and practices.	TRAINING: The Developmental Reading School program provides in-service training for elementary teachers in reading instruction.	
STATUS: Operational.		EVALUATION: No information available.	
SPONSOR: Dr. H. C. Hudgins, Jr., Executive Director, Extension Division, University of North Carolina, Greensboro, North Carolina.		PUBLICATIONS: PASSS publishes a monthly Bulletin for distribution to member school.	
MEMBERSHIP & ORGANIZATION: PASSS is comprised of twenty-one school administrative units of the Fifth Educational District of North Carolina. Other educational institutions within the District are eligible for Associate (non-voting) membership. A close working relationship is maintained with the Learning Institute of North Carolina (LINC).		COST ESTIMATE: Annual cost is approximately \$33,000. The financing of PASSS is shared by the University of North Carolina at Greensboro and by dues of member schools.	

TITLE OF ARRANGEMENT: RESEARCH AND INFORMATION SERVICES FOR EDUCATION (R.I.S.E.)	OPERATING PROCEDURES: Upon request, R.I.S.E. disseminates to school personnel research information pertaining to particular questions and applicable to local conditions. Clients are assisted in defining their questions, in locating and in using information sources. The R.I.S.E. information base includes 270 journals in education and allied fields, an extensive collection of abstracting and indexing services, standard reference material, an intentionally limited collection of professional books, and supplementary material supplied by various ERIC clearinghouses. In addition, staff members have prepared for dissemination bibliographies on more than 200 educational topics, and are collecting additional bibliographies prepared by other educational agencies. The staff carries out research projects in cooperation with local schools and provides consultant services on special problems, Title III proposals, and design, procedure, and evaluation of independent research projects.	
TYPE OF ARRANGEMENT: Information service center	TRAINING: R.I.S.E. conducts seminar series to train teachers in the interpretation, evaluation, and application of research studies. A booklet tentatively titled "A Teacher's Guide to Research" is in preparation. A two-year training program is co-sponsored with local universities to provide doctoral students with field experience in conduction of comprehensive literature searches, adapting standardized research methodology to practical school needs, and designing, executing, and evaluating research programs.	
OBJECTIVES: To get research information into the hands of teachers and administrators; to guide them in decision-making, carrying out innovative programs, and evaluating results; to aid them in becoming familiar with fields of new knowledge related to their interests; and to assist them in applying such knowledge in their own schools.	EVALUATION: R.I.S.E. has conducted several interview series with a random sampling of their clientele, and has mailed evaluation questionnaires to seminar participants. More sophisticated evaluation procedures are planned for the future.	
STATUS: Operational. (Established in January 1967.)	PUBLICATIONS: R.I.S.E. publications include a quarterly report of center activities and reviews of selected research, and periodic Research Memos.	
SPONSOR: Dr. Charles F. Haughey, Director of Research Services, Montgomery County Schools, King of Prussia, Pennsylvania.		
MEMBERSHIP & ORGANIZATION: This research information service, a Title III ESEA project, was initially designed to serve school personnel in the 22 school districts within Montgomery County. However, plans to extend the geographical service base are under consideration.		
COST ESTIMATE: The annual budget of R.I.S.E. is \$123,000.		

TITLE OF ARRANGEMENT: SCHOOL INFORMATION AND RESEARCH SERVICE (SIRS)	
TYPE OF ARRANGEMENT: Research council	OPERATING PROCEDURES: Studies are selected largely by members and emphasize administrative or management problems on which superintendents must make recommendations to their boards. SIRS' own studies are limited to practical surveys, the results of which are distributed in bulletins, but "pure" research conducted by others is frequently summarized, evaluated for local interest, and reported to the membership. SIRS also answers requests of individual members germane to their particular needs and interests, maintains a lending library of materials such as policy handbooks and report cards supplied by member districts, and registers retired administrators as consultants for school districts. To obtain information which is mutually beneficial to the educational practitioners of SIRS and to academicians, cooperative research projects, for which SIRS provides small grants, are carried out with the Colleges of Education of the University of Washington and Washington State University.
STATUS: Operational. (Established in 1959.)	TRAINING: No information available.
SPONSOR: Dr. Morton A. Johnson, Director, Washington Association of School Administrators, Seattle, Washington.	EVALUATION: No information available.
MEMBERSHIP & ORGANIZATION: Membership consists of approximately 200 school districts and county and intermediate district superintendents, representing 90% of the public school enrollment in the state. Six trustees, elected by the members, manage the affairs and appoint a director to conduct the program.	PUBLICATIONS: Members receive SLANTS, a monthly newsletter stressing current innovations in member schools, and 10-20 bulletins per year reporting results of SIRS' surveys and studies by members' own research divisions.
COST ESTIMATE: Annual cost is approximately \$20,000. SIRS is financed by voluntary membership fees based on average daily attendance figures, with a minimum of \$25.	

TITLE OF ARRANGEMENT: SOUTHWESTERN NEW YORK ASSOCIATION FOR THE IMPROVEMENT OF INSTRUCTION	
TYPE OF ARRANGEMENT: Research council	OPERATING PROCEDURES: In-service workshops in various curriculum areas and conferences concerning topics which are timely and of common interest to schools in the two-county area are sponsored by the Association. These conferences are followed-up by the provision of pertinent bibliographies and reference materials to encourage more intensive study of the conference topics. The Association conducts field service work through which individual schools are assisted in planning and implementing new curricula or instructional improvement studies, assists schools in developing guidelines for economical and effective teacher participation in in-service education programs, and disseminates plans and reports of other agencies interested in instructional improvement to member schools. During the coming year, the Association will undertake as a major responsibility the further study and dissemination of information concerning the University of Wisconsin project, Individually Guided Education in the Multiunit Elementary School. Whether individual schools will participate in the development and adoption of school reorganization programs will remain a decision for local school boards.
STATUS: Operational.	TRAINING: A summer institute for the training of personnel to man school curriculum teams is being planned for the summer of 1969.
MEMBERSHIP & ORGANIZATION: Twenty-seven public schools within Chautaugus and Cattaraugus Counties are participating members of the Association, which is directed by an Executive Committee comprised of Administrators of participating schools and educational personnel from the College at Fredonia. An Advisory Group has been formed to identify priority needs among the schools for study and improvement, and a liaison relationship has been established with the newly developed Teacher Education Research Center at Fredonia.	EVALUATION: No information available.
COST ESTIMATE: Annual cost is approximately \$4,100. The Association is financed by membership fees, which are based on student enrollment and range from \$100 to a maximum of \$250.	PUBLICATIONS: No Information available.

TITLE OF ARRANGEMENT: SOUTHWESTERN OHIO EDUCATIONAL RESEARCH COUNCIL, INC.		OPERATING PROCEDURES: The Council initiates research projects in member schools and fosters independent research activity by the schools, develops measurement instruments, develops evaluation designs for independently financed projects in school systems as well as Title I and Title III programs, and acts as a clearinghouse for educational research data through which periodic reports of studies in progress are transmitted.	
TYPE OF ARRANGEMENT: Research council	OBJECTIVES: (1) To bring schools and colleges into a better understanding of their common problems, (2) to conduct and provide a laboratory setting for educational research, (3) to coordinate educational research efforts among member units in order to minimize duplication of effort and avoid serious omission, (4) to provide means for disseminating research results, (5) to provide a repository of research materials as an aid to research workers, and (6) to provide opportunities for the education of research workers through internships and research assistantships.	TRAINING: Research training activities of the Council consist of the following three types: utilization of graduate students of member universities in studies for member school districts; released time for practicing teachers who are interested in research activities; and internally and externally supported educational research internships leading to the master's degree at affiliated universities.	
STATUS: Operational.		EVALUATION: An evaluation design that will involve external research personnel is being generated.	
SPONSOR: Dr. Eldon L. Wiley, Executive Director, Middletown, Ohio.		PUBLICATIONS: Council publications are disseminated to member units and, on an exchange basis, to several school study councils across the country.	
MEMBERSHIP & ORGANIZATION: To Council is comprised of twenty-nine public and parochial school systems and six institutions of higher education in a thirteen-county area in southwestern Ohio.			
COST ESTIMATE: Annual budget is approximately \$110,000. The training function is funded under Title IV.			

C. STATE-LEVEL RESEARCH ARRANGEMENTS

TITLE OF ARRANGEMENT: CALIFORNIA RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION	
TYPE OF ARRANGEMENT: State-level Coordinating Unit	OPERATING PROCEDURES: The RCU maintains a vocational education information center which locates R & D dealing with occupational education, prepares summaries, interpretive analyses, and bibliographies, and disseminates this information upon request to administrators, teachers, legislators, and other users in cooperating agencies. The RCU stimulates and coordinates occupational research activities conducted within California and has developed a data bank on issues and problems in occupational education, employment opportunities, and occupational trends to be used as a base for planning vocational programs.
OBJECTIVES: (1) To increase the number of competent researchers in vocational education; (2) to provide research data for program development; (3) to coordinate research in vocational education within the state; (4) to coordinate such research in California with relevant research conducted elsewhere; (5) to define evaluation as a component of planning and budgeting in vocational education; (6) to identify pressing research needs pertinent to current social and political problems; (7) to extend the dissemination of vocational education research to all school districts in the state.	TRAINING: The RCU seeks to develop improved research competence through in-service and pre-service training activities such as workshops and conferences. The Unit also funds research projects which give graduate and post-graduate students field experience in vocational education.
STATUS: Operational. (Began operation June 1, 1966.)	EVALUATION: The Advisory Committee will oversee the evaluation of the RCU and provide for self-renewal whereby objectives will be reviewed and assessed.
SPONSOR: Kenneth G. Densley, Project Director, California State Department of Education, Sacramento, California.	PUBLICATIONS: Summaries, analyses and bibliographies of research in vocational education are available upon request.
MEMBERSHIP & ORGANIZATION: Located in the California State Department of Education and directly responsible to the Director of Vocational Education. The RCU coordinates research activities through the following agencies: State Department of Education; the State Department of Employment; colleges and universities; local school districts; professional educational associations; private research organizations; organized labor groups; U.S.O.E.; Regional Educational Laboratories; O.E.O.; private industry; R & D Centers; and the Ohio State Center for Vocational and Technical Education.	
COST ESTIMATE: Approximately \$125,000 annually.	

TITLE OF ARRANGEMENT: DEPARTMENT OF EDUCATIONAL RESEARCH	
TYPE OF ARRANGEMENT: State Department of Education Research Office	OPERATING PROCEDURES: Much of the Department's initial activity has centered around the collection of essential baseline data. A network of college and university resource persons who will serve local school staffs in a liaison capacity has been developed. During the 1968-69 academic year, the Department staff will concentrate on the following research projects: state-wide needs assessments and evaluations of Title III innovative programs and of pupil personnel services programs; evaluation of the Elementary Guidance Demonstration Model and of an in-service curriculum training program; a pilot study of commercially-transmitted instructional television; development of a computerized personnel model relating to employment, certification, retirement, etc.; and state-wide surveys in the areas of teacher supply and demand within geographical and curriculum areas, perception of the principal's role, district provision of various programs and services, and cross-sectional views of physical education, secondary science, and secondary family planning programs. In addition, the Department plans to serve as coordinator and trainer of personnel in a plan, undertaken in cooperation with the Wisconsin R & D Center, to implement the Multi-unit Elementary School Organizational Plan in Illinois schools.
STATUS: Operational. (Established in July 1967.)	TRAINING: The Department will work in conjunction with CERLI in their Evaluator Development Program to develop a master plan for the training of school evaluators.
SPONSOR: Dr. Ralph E. Lundgran, Director, Illinois State Department of Public Instruction.	EVALUATION: No information available regarding the Research Department's intention to evaluate its own intervention strategy.
MEMBERSHIP & ORGANIZATION: The Research Department is administered by a four-man professional staff. The Department serves the 1300 Illinois public school districts and the Illinois colleges and universities. Cooperative relationships are maintained with the Cooperative Educational Research Laboratory, Incorporated (CERLI) and with the R & D Center for Cognitive Learning, University of Wisconsin.	PUBLICATIONS: All Department publications are disseminated to public school districts and institutions of higher education in Illinois. Remaining copies will be available upon request by other agencies until supply is exhausted.
COST ESTIMATE: Approximate annual cost of \$112,500 for personnel and related supporting activities, exclusive of support for research projects in the field.	

TITLE OF ARRANGEMENT: CENTRAL SCHOOL STUDY (OFFICIALLY, THE CENTRAL SCHOOL BOARDS COMMITTEE FOR EDUCATIONAL RESEARCH)	
TYPE OF ARRANGEMENT: Research council	OPERATING PROCEDURES: The CSS conducts research projects, presently in the areas of school staffing, teacher militancy, and the educational process. They have completed projects on sound financial relationships with state and local governments, the definition of the learning process and a means of measuring its effectiveness, and the deployment of specialists. They plan another year of behind-the-scenes work in Albany trying to influence the state legislature and examining the proposed state constitution. The CSS publishes as annual Finance Report showing the schools how they stand in comparison with other schools. The Central School Boards for Educational Research disseminates its research findings at research forums that are held throughout New York State from time to time, at an annual summer work conference for school board members and chief school officers, and at annual regional meetings in each area of the state.
STATUS: Operational. (Established in 1949.)	TRAINING: The Central School Boards for Educational Research conducts research forums, an annual summer work conference, and annual regional meetings, as mentioned above.
SPONSOR: Ernst Auerbacher, Executive Secretary, Affiliate of the Institute of Administrative Research, Teachers College, Columbia University, New York, New York.	EVALUATION: No information available.
MEMBERSHIP & 375 central school districts in New York ORGANIZATION: State.	PUBLICATIONS: "Central Ideas," the official publication of CSS classroom practices, is distributed to member schools free of charge. Research publications are available from the Institute of Administrative Research for a nominal fee.
COST ESTIMATE: No information available.	

TITLE OF ARRANGEMENT: CONNECTICUT SCHOOL DEVELOPMENT COUNCIL, INC.		OPERATING PROCEDURES: The Council serves as a resource center to which superintendents may submit administrative problems which they encounter. In turn, the Council prepares and issues bulletins containing summaries of administrative practices among member school districts. These bulletins contain information on salary schedules, teacher-board agreements, superintendent-board relationships, extra pay for extra work, etc.
TYPE OF ARRANGEMENT: Research Council.		
OBJECTIVES: The Connecticut School Development Council is a service organization whose purpose is to encourage and conduct research in pertinent promising areas of exploration and experiment and to inform school administrators of educational developments.		
STATUS: Operational.		
SPONSOR: Merle V. Woodmansee, Executive Secretary, Hartford, Connecticut. Under the leadership of the Connecticut Association of Public School Superintendents.		
MEMBERSHIP & ORGANIZATION: About 100 school districts or towns out of 180 districts.		TRAINING: No information available.
		EVALUATION: No information available.
COST ESTIMATE: No annual cost data available. The Council is financed by membership fees.		PUBLICATIONS: All superintendents receive the Council's newsletter and educational materials report; in addition to these, members also receive survey bulletins.

TITLE OF ARRANGEMENT: FLORIDA EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL, INC.		OPERATING PROCEDURES: Research professors and school practitioners form cooperative teams to carry out basic and applied research studies of both administrative and instructional types. Member schools are encouraged to cooperate in testing research findings to determine their validity or appropriateness under varying classroom conditions, and in demonstrating those practices which prove feasible. Results of the studies are reported in Council Research Bulletins, along with interpretations of selected research conducted outside of the Council. The FERDC directly supports some studies and assists the researcher in seeking means of funding the more extensive projects. Consultant service is offered in the development of Title III ESEA proposals.
TYPE OF ARRANGEMENT: Research council	OBJECTIVES: The FERDC is a nonprofit corporation which seeks to promote a cooperative working relationship between university and school personnel in the improvement of educational programs, to conduct basic and applied research studies of common interest to Council members, to provide a laboratory setting for the testing of research findings, to develop demonstration centers, and to translate and disseminate research findings to school personnel.	
	STATUS: Operational. (Established in January 1965.)	
	SPONSOR: J. B. White, Executive Secretary, Main Office, College of Education, University of Florida, Gainesville, Florida.	
	MEMBERSHIP & ORGANIZATION: Current membership consists of thirty public school systems serving 62% of Florida's school population plus three institutions of higher education (University of Florida, Florida Atlantic University, and University of West Florida). Each school system is allowed one representative on the Council. Faculties of affiliated universities provide an Executive Secretary and advisory committees for general affairs, publications, and research topics. Close relationships are maintained with the Florida State Department of Education, the Florida Education Association, and the Southeastern Education Laboratory.	
	COST ESTIMATE: No annual cost data available. Affiliated school systems pay a membership fee of 5¢ per pupil in ADA and each University contributes approximately \$25,000 per year in services and space.	TRAINING: County and University personnel interested in research meet periodically for in-service institutes and two or three day seminars on instructional practices and research methods.
		EVALUATION: Presently, evaluation of the Council's activities is conducted informally at regular membership meetings (two/year) and at meetings of the Board of Directors (four/year).
		PUBLICATIONS: Council brochures and research bulletins are distributed to the Council membership, exchanged with other research councils, and offered for sale to the general public.

TITLE OF ARRANGEMENT: LAKESHORE CURRICULUM STUDY COUNCIL		OPERATING PROCEDURES: Council membership commits school districts to active participation in at least one research project each year; more than one school district must be involved in the planning, data collection, and evaluation of every Council project. Member school districts provide released time for personnel participating in Council projects, share personnel, facilities and materials with other cooperating districts, assist in the organization of experimental and/or control groups within member districts when required for the conduct of a research project, and provide for observation by representatives of member districts of teachers and classrooms involved in research studies. The Council's Research Advisory Committee screens proposed research projects, before final consideration by the Executive Committee and the Board of Directors. This committee is also responsible for reviewing current projects and reporting on their progress and needs. The Council also operates a Lay Advisory - Resource Development Board, composed of persons not actively involved in education, which promotes the efforts of the Council throughout the community. In addition, Temporary Committees are established in each area of research to be investigated, and are manned by representatives of the districts actively participating in the project. TRAINING: No information available. EVALUATION: No information available. PUBLICATIONS: The Council publishes and distributes to members Promising Practices, a report of projects taking place in member districts, a monthly Newsletter, and reports of all Council-sponsored research projects and workshops.
TYPE OF ARRANGEMENT:	Research council	
OBJECTIVES:	To define curricular and instructional problems of concern to schools in the lake shore area and to cooperatively seek solutions to these problems using systematic research procedures.	
STATUS:	Operational. (Established in 1959.)	
SPONSOR:	Dr. Gerald T. Gleason, Executive Secretary, School of Education, University of Wisconsin-Milwaukee, Milwaukee, Wisconsin.	
MEMBERSHIP & ORGANIZATION: Membership is open to any public school district in the State of Wisconsin. Approximately twenty-five school systems are currently enrolled as active members. One representative from each member district composes the Board of Directors, the Council's governing body.		
COST ESTIMATE: No annual cost data is available. An annual membership fee is paid by each district, with a minimum of \$300 and a maximum of \$550.		

TITLE OF ARRANGEMENT: METROPOLITAN EDUCATIONAL RESEARCH ASSOCIATION	
TYPE OF ARRANGEMENT: Research council.	OPERATING PROCEDURES: Projects currently on the association's agenda include the following: Informational Educational Information Service, A Materials Development Project, Education Development Information Center (EDIC), a Curriculum Costing Proposal, and the "Middle Cities Group" proposals.
OBJECTIVES: MERA is a nonprofit corporation formed for the purpose of coordinating the research activities of metropolitan school districts. Research undertaken by the association is directed toward the solution of urban problems.	
STATUS: Operational.	
SPONSOR: James Ed Green, Assistant Executive Secretary, College of Education, Michigan State University, East Lansing, Michigan.	TRAINING: No information available.
MEMBERSHIP & Cooperative membership in MERA currently ORGANIZATION: comprises nine metropolitan school districts, serving approximately 80% of the student population in Michigan. Membership remains open to other metropolitan school districts in Michigan and to other universities.	EVALUATION: No information available.
COST ESTIMATE: No information available.	PUBLICATIONS: No information available.

TITLE OF ARRANGEMENT: NEW JERSEY SCHOOL DEVELOPMENT COUNCIL	
TYPE OF ARRANGEMENT: Research council	OPERATING PROCEDURES: The research program of the New Jersey School Development Council is developed from a survey of the needs and interests of member schools. The designated problem areas are attacked through the cooperative action of administrators, teachers and laymen, working together in research and study projects, conferences and workshops. During the 1968-69 academic year, the Council plans to conduct a follow-up study of non-graded and team teaching elementary programs in New Jersey and a four-session K-12 in-service program to introduce social studies teachers to new instructional methods and curriculum materials, as well as studies concerning teacher evaluation, financial data analysis, professional negotiations, school district reorganization, and developing economic outcome measures of high school education. Several conferences will be held, including a Superintendents' Invitational Conference addressing "Systems Approach to Educational Planning and Management". The Council also operates an Information and Consultant Service which collects and supplies research information to members upon request, and the Research Information Center for Education (RICE) which acts as a clearinghouse for information about experimental and innovative programs in operation in New Jersey schools.
OBJECTIVES: (1) The advancement of education in the State of New Jersey and (2) the study of problems common to New Jersey school systems.	TRAINING: No information available
STATUS: Operational. (Established in 1956.)	EVALUATION: No information available.
SPONSOR: Mr. Lawrence Kaplan, Executive Secretary, Graduate School of Education, Rutgers University, New Brunswick, New Jersey.	PUBLICATIONS: Members receive a quarterly Research Bulletin on research and development studies in member districts, a bi-monthly calendar of events entitled Intercom, and periodic Special Reports.
MEMBERSHIP & Membership in the Council is open to public ORGANIZATION: school districts, independent schools, county offices of education, the State Department of Education, colleges, and universities in New Jersey. Current membership comprises 82 such agencies. The Council is operated under the direction of an Executive Committee whose members are drawn from the Graduate School of Education and participating agencies.	
COST ESTIMATE: The Council has budgeted approximately \$35,000 for 1968-69, to be financed primarily through membership dues. Dues are based on 15¢ per pupil in ADA, with a minimum of \$125. and a maximum of \$450.	

TITLE OF ARRANGEMENT: THE OREGON SCHOOL STUDY COUNCIL		OPERATING PROCEDURES: In addition to the receipt of all OSSC publications, member districts may submit requests for research information in special educational problem areas. Professional staff from member districts are given opportunities to visit innovative school programs and buildings and to participate in educational conferences concerning administrative problems. Members also have access to a loan service of library and research materials maintained by OSSC.
TYPE OF ARRANGEMENT: Research council	OBJECTIVES: OSSC concentrates on dissemination and demonstration functions. Its objectives are (1) the publication of important educational materials and (2) the arrangement of conferences and school visitations of interest to its members.	
STATUS: Operational. (Established in 1957.)		
SPONSOR: Dr. Kenneth A. Erickson, Executive Secretary, School of Education, University of Oregon, Eugene, Oregon.		TRAINING: No personnel training program.
MEMBERSHIP & ORGANIZATION: Membership in OSSC is open to school districts, libraries, and other educational agencies, and currently comprises nearly 100 such agencies. An Executive Secretary and a Governing Board composed of representative school administrators and school board members establish the OSSC policies and explore the needs of the member school districts.		EVALUATION: No information available.
COST ESTIMATE: Annual cost is approximately \$27,000, financed jointly by the School of Education and membership dues. Dues are based on 13¢ per child in ADA, with the minimum fee being \$75, and the maximum being \$300.		PUBLICATIONS: Members receive a Quarterly Report on current school issues, a monthly Bulletin on educational research data, and periodic Special Bulletins.

D. INTER-STATE RESEARCH ARRANGEMENTS

68/69

TITLE OF ARRANGEMENT: ASSOCIATED PUBLIC SCHOOL SYSTEMS		OPERATING PROCEDURES: APSS maintains a central headquarters at Teachers College at which their publications, conference plans and research projects are under the direction of a staff member who is concurrently the general secretary of the association. The productivity of their efforts is governed both by the capabilities of the professional staff at Teachers College, comprised mainly of doctoral students, and the levels of cooperation extended by the members. TRAINING: Training experiences of an administrative nature are provided for the central office staff at Teachers College. Training in research methodology and sharing in research experiences is provided for both the central office staff and frequently for the professional staffs of member systems. EVALUATION: The APSS does not endeavor to evaluate itself. PUBLICATIONS: The APSS produces a monthly digest, "Know-How," and an "APSS Yearbook."
TYPE OF ARRANGEMENT:	Research Council.	
OBJECTIVES:	First, to provide members with research facilities beyond the capabilities of their own systems and unobtainable elsewhere; secondly, via publications and conferences, to generate a "pooling and sharing" of ideas, innovations, experiences and trends among members.	
STATUS:	Operational.	
SPONSOR:	Affiliated with the Institute of Administrative Research, Teachers College, Columbia University.	
MEMBERSHIP & ORGANIZATION:	175 public school systems throughout the United States, as well as associate members.	
COST ESTIMATE:	No annual cost data available. APSS is financed by membership dues of \$300.00 for associate members and \$500.00 plus \$.02 per pupil to a maximum of \$850.00 for full participant membership.	

TITLE OF ARRANGEMENT: THE EDUCATIONAL RESEARCH COUNCIL OF AMERICA	
TYPE OF ARRANGEMENT: Research council	OPERATING PROCEDURES: ERC is currently pursuing curriculum improvement programs in eight subject areas: social science, mathematics, English, humanities, science, physical education, French, and occupational education. Each curriculum plan is currently at a different stage in its development, but it is anticipated that all of the curricula will move from the phase of assessment of curriculum needs, through development of curriculum materials and several successive field tests and revisions, to classroom implementation and eventual national publication. Each curriculum program staff will also address itself to teacher preparation services to complement its curricula and will work with the Evaluation and Testing Department in the areas of diagnosis and placement of children. The Council also staffs a Psychology and Preventive Psychiatry Program which will include among its projects the preparation of materials which encourage student responsibility to guide their own learning, the preparation of materials to teach students to think in terms of alternatives for decision-making, development of a "computer assist program" for teachers in learning to understand student behavioral problems, a pilot study in individualized instruction, and development of a plan for reporting pupil progress in terms of achievement of specified educational objectives. TRAINING: Each subject-area department offers in-service education in the form of teachers' and administrators' guides, consultant service and in-service workshops in the use of its curriculum materials. To coordinate and supplement these efforts, the Department of In-Service Education assists districts in planning on-site workshops, presents conferences and telelecture series on educational problems and new teaching methods, and goes into the field to evaluate existing programs and recommend improvements. EVALUATION: ERC's Evaluation and Testing Department operates independently of the curriculum development departments to investigate students' attainment of the programs' objectives, to evaluate the immediate and long-term instructional outcomes, and to conduct cross-curricular research to aid in the integration of ERC programs. PUBLICATIONS: Besides the production of curriculum materials the Department of In-Service Education prepares a series of pamphlets to inform teachers and administrators of educational innovations. Copies are available for public sale.
OBJECTIVES: ERC is a private, nonprofit cooperative research center working to improve and coordinate all areas of elementary and secondary school curriculum. Specifically, the Council aims to eliminate the inequalities of current educational programs by developing curriculum materials and instructional methods to help the 5 to 15% of pupils who cannot benefit from existing programs and methods, and to revise the overall curriculum plan to include Occupational Education along with Social Science, Humanities, Natural Science, Mathematics, and Reading as required subjects for both college-bound and non-college-bound students.	
STATUS: Operational. (Established in 1959. Formerly, the Educational Research Council of Greater Cleveland.)	
SPONSOR: Dr. George H. Baird, Executive Director.	
MEMBERSHIP & ORGANIZATION: The Council maintains a central professional staff of approximately 100 research and subject matter specialists and a corps of leading scholars from across the country who serve the Council in a consultant capacity. The participation of 26 member school systems provides the Council with an experimental laboratory which extends to over 250,000 pupils and 10,000 teachers in six states.	
COST ESTIMATE: The 1967-68 budget was over \$3 million. ERC is financed through contributions from foundations and industry, royalties from national publication of its programs, and membership fees of 1% of schools' educational budgets.	

TITLE OF ARRANGEMENT: THE NEW ENGLAND SCHOOL DEVELOPMENT COUNCIL (NESDEC)	
TYPE OF ARRANGEMENT: Research council	OPERATING PROCEDURES: NESDEC research projects are usually carried out with university or college researchers, through the joint action of a group of member schools, or in cooperation with another organization. A draft document reporting the results of concluded projects is written by the consultant team and submitted to a NESDEC project committee for revision, publication, and distribution at regional conferences, with members of the project committee serving as consultants to teachers. Periodic conferences and seminars aimed at teachers and administrators are sponsored each year by NESDEC, as well as an Annual School Board Conference and a week-long New England School Administrators Institute. The Field Services Division extends to NESDEC members, at cost, task-force consultant services for solving problems of curriculum, administration and school building, and for assisting with the implementation of recommended changes. All NESDEC members may utilize the services of the New England Education Data Systems (NEEDS) in setting up computer-based services for testing, scheduling, grade reporting, attendance accounting, etc. NEEDS Research and Development Division provides assistance to member schools in research, evaluation, and survey projects.
OBJECTIVES: NESDEC is a nonprofit corporation which has as its objectives the development and application of criteria for evaluating current school practices, dissemination of information concerning desirable practices, stimulation of lay understanding and participation in cooperative educational development, cooperative study of emerging educational trends, identification of unmet needs, and cooperative attack on problems through experimentation and research.	TRAINING: The NESDEC Fellowship grants \$4,000 a year to a doctoral candidate in the Administrative Career Program of the Harvard Graduate School of Education, who will carry out research for the Executive Committee. In addition, up to five NESDEC Fellows grants of \$500 a year are provided to behavioral science graduate students enrolled in New England colleges and universities, who are pursuing research related to education.
STATUS: Operational. (Established in 1946.)	EVALUATION: No information available.
SPONSOR: Dr. Richard H. Goodman, Executive Secretary, Cambridge, Massachusetts. Many projects are sponsored in cooperation with the Harvard Graduate School of Education.	PUBLICATIONS: NESDEC publications are sold at discount prices to members, and at regular prices to the public. A Curriculum Directory has been compiled for distribution to the membership and will be updated regularly.
MEMBERSHIP & ORGANIZATION: Over 300 school systems and educational institutions in New England are currently members of NESDEC. Since 1966, membership has been open to any nonprofit institution throughout the country. NESDEC's affairs are managed by an Executive Committee comprising fifteen school administrators from the membership, representing each New England state. NESDEC activities are determined by the following three-man Commissions: Curriculum and Pupil Services; Personnel and School Organization; Finance; Building and Planning; and Public Relations and Citizen Participation.	
COST ESTIMATE: No cost information is available. NESDEC is financed primarily by membership dues, based on 18¢ per pupil in ADA, with a minimum of \$125 and a maximum of \$600.	

TITLE OF ARRANGEMENT: THE RESEARCH COUNCIL OF THE GREAT CITIES PROGRAM FOR SCHOOL IMPROVEMENT	
TYPE OF ARRANGEMENT: Research council	OPERATING PROCEDURES: The projects of the Great Cities Research Council are accomplished through cooperative efforts involving School Board Members, Superintendents, their staffs, and recognized leaders in the educational profession. The Council maintains on-going projects in vocational education, instructional materials, teacher education, the culturally deprived, school facilities and fiscal policies. The Educational Communications Project will assist member school districts in meeting their communications information needs through the development of an educational communications system that will integrate the use of computers, instructional television, and resource materials. The Council has also undertaken a project to improve the evaluation methods currently being used in the Great Cities by developing strategies of monitoring the learning process to determine pupil progress with emphasis on planning his future educational program to overcome his deficiencies. TRAINING: No information available. EVALUATION: No information available. PUBLICATIONS: The Council regularly publishes the Legislative Newsletter, School Facilities Newsletter, and Vocational Education Newsletter, as well as a few research monographs each year in the areas of major on-going research.
OBJECTIVES: To conduct studies of unique problems faced by the Great Cities in their efforts to meet the comprehensive public school needs of their citizens.	
STATUS: Operational. (Established in 1956.)	
SPONSOR: Dr. Carl E. Thornblad, Executive Secretary, Chicago, Illinois.	
MEMBERSHIP & ORGANIZATION: Membership includes sixteen major cities: Baltimore, Boston, Buffalo, Chicago, Cleveland, Detroit, Los Angeles, Memphis, Milwaukee, New York, Philadelphia, Pittsburgh, St. Louis, San Francisco, and Washington. The Board of Directors includes one member of the Board of Education and the Superintendent of Schools from each member city.	
COST ESTIMATE: The 1967 budgeted cost was approximately \$315,000.	

TITLE OF ARRANGEMENT: INSTITUTE FOR THE DEVELOPMENT OF EDUCATIONAL ACTIVITIES (I/D/E/A)	
TYPE OF ARRANGEMENT: Large consortium arrangement	OPERATING PROCEDURES: New educational ideas are first tested under the controlled conditions of U.C.L.A.'s University Elementary School. Once the feasibility of an idea has been established, it is field tested in the League of Cooperating Schools which represent a wide range of student populations, physical facilities, and educational problems. Each member school focuses on experimentation in a particular problem area; League membership offers cooperating districts 20 innovating centers from which to choose practices for its own implementation program. Educational practices which have proven successful during field testing are nationally demonstrated and evaluated by a network of 36 innovative Demonstration Schools which utilize the diffusion techniques of helping, involving and intervening rather than showing and telling. I/D/E/A provides each demonstration school with a teacher-researcher to stimulate rational decision-making by the faculty, and a disseminator to help persons outside of the school in understanding and adopting innovative practices. The Innovation and Dissemination Division has established a corps of 400 consultants, both practitioners and academicians, who help solve innovation problems in any school in the country. Also, curriculum materials based upon instructional objectives are developed with the cooperation of teachers at the Materials Dissemination Center.
OBJECTIVES: I/D/E/A seeks to hasten the implementation of new educational knowledge into the classroom by (1) selecting and developing new methods, materials and instructional systems to be tested and evaluated in elementary and secondary schools, (2) demonstrating and diffusing improved educational practices into the schools, (3) encouraging and assisting school staffs in the adoption of these improved educational practices, (4) providing instructional information and consulting services to schools, and (5) keeping government, professional associations, academic institutions, and the general public informed of the trends in public education	TRAINING: I/D/E/A plans to provide an in-service program for the teacher-researchers and disseminators of the Demonstration Schools. In addition, I/D/E/A sponsors a week-long Fellows Program to provide administrators an opportunity to assess current innovations and to devise innovation strategies, as well as short summer institutes on various aspects of Educational Change.
STATUS: Operational.	EVALUATION: The League of Cooperating Schools has conducted an extensive questionnaire survey of League principals and teachers in order to establish a data bank for describing the League schools and studying change resulting from League processes. No information available regarding other I/D/E/A evaluation procedures.
SPONSOR: Dr. Samuel G. Sava, Executive Director, Dayton, Ohio.	PUBLICATIONS: The publications program includes the quarterly I/D/E/A Reporter, Occasional Papers that explore new areas of knowledge in education, films, and the League of Cooperating Schools' Changing Schools newsletter.
MEMBERSHIP & I/D/E/A is organized into four divisions: The ORGANIZATION: Research and Development Division encompassing the U.C.L.A. laboratory elementary school and twenty southern California schools receptive to research and development activities which form the League of Cooperating Schools; The Information and Services Division; The Educational Grants Division; and the Division of Innovation and Dissemination including a Materials Dissemination Center in Laguna, California, and 36 schools throughout the country recognized for their independent progress in implementing educational innovation that participate in the Demonstration Schools Project.	
COST ESTIMATE: Costs are shared by local districts, Title III grants, and the Charles F. Kettering Foundation. I/D/E/A's annual budget is approximately 1.25 million dollars.	

TITLE OF ARRANGEMENT: THE COOPERATIVE PROJECT IN EDUCATIONAL DEVELOPMENT (COPED)	
TYPE OF ARRANGEMENT: Inter-state consortium	OPERATING PROCEDURES: COPED, through periodic interregional and regional sessions, operates as a continuing seminar for conceptualizing about, studying, and developing models for bringing about improvement in education. Each of the five COPED regions has developed a unique strategy for collaboration with local school systems to develop and test models of planned change. The regional change-agent teams have formulated individual hypotheses for injecting the capacity for self-renewal into school systems, are subjecting their hypotheses to experimental test in varying school situations, and are simultaneously gathering pertinent information from the sample of school systems to be fed into the emerging COPED data bank for evaluation of the various change strategies. The data bank will also be used in the development of a diagnostic and assessment instruments which will be tested for reliability and validity and categorized as to their potential usefulness in studying educational change efforts. The feedback package will include instruments in the following categories: roles and functions, problem-solving, communication, influence, morale, rewards and sanctions, innovativeness, interpersonal relations, relating to community, and goals and priorities.
OBJECTIVES: COPED is an inter-university facility for collaborative work with schools which seeks to (1) increase knowledge about how change takes place in schools, (2) develop, assess, and draw generalizations regarding the effectiveness of specific strategies of planned change, (3) disseminate findings and materials generated through COPED, (4) help affiliated school systems become self-renewing (innovative and skillful in problem solving), and (5) influence the universities as sources of help to school systems.	TRAINING: Since 1966-67, COPED and the National Training Laboratories have received grants which enable them to cooperatively conduct in-service training programs both for university-based interns and for school system- and education association-based training consultants.
STATUS: Developmental. (COPED is presently in its third year of a planned three-year developmental project)	EVALUATION: The COPED data bank will be used in the evaluation of the various strategies for planned change developed by the regional change-agent teams.
SPONSOR: Miss Dorothy Mial, Program Coordinator, National Training Laboratories, National Education Association, Washington, D.C.	PUBLICATIONS: COPED's initial conceptual work was published by the National Training Laboratories in two volumes entitled <u>Change in School Systems</u> and <u>Concepts for Social Change</u> .
MEMBERSHIP & ORGANIZATION: With coordination by the National Training Laboratories, COPED involves the collaborative efforts of eight colleges and universities working in five geographical regions: University of Michigan in the Detroit region; University of Chicago in the Chicago region; Temple University in the Philadelphia region; Boston University and Lesley Teachers College in the Boston region; and Columbia Teachers College, Yeshiva University and Newark State Teachers College in the New York region. Approximately five school systems are collaborating with the university teams in each region.	
COST ESTIMATE: No information available.	

III. PERSONNEL TRAINING PROGRAMS FOR INCREASING THE USE OF
R & D INFORMATION BY SCHOOL PERSONNEL

A. SHORT-TERM TRAINING INSTITUTES
AND IN-SERVICE PROGRAMS

TITLE OF PROGRAM: THE ASSOCIATED STAFF TRAINING PROGRAM		TOPICS COVERED: The curriculum comprises six units, each representing a different set of skills important in the problem-solving process: <u>Describing Behavior</u> (identification of behavioral objectives, construction of measurement techniques, data collection, and evaluation); <u>Defining the Problem</u> (interviewing teachers, selecting workable problems and stating them in observable terms); <u>Principles of Behavior Modification</u> (introduction to positive and negative reinforcement, respondent and operant behavior, "shaping," etc.); <u>Changing Student Behavior</u> (motivation and discipline problems); <u>Designing Instruction</u> (design of materials which relate to instructional objectives and provision of continuous performance feedback to students) and <u>Searching for Aids</u> (skills in using reference sources).
OBJECTIVES: To train school personnel to become Instructional Systems Consultants, who are skilled in more effective ways to state and solve instructional problems, such as classroom discipline, study habits, and development of teaching and testing materials.		INSTRUCTIONAL PROCEDURES: Participants develop their ISC skills by working on solutions to problems they confront in their own schools. A major part of the training consists of interviewing and working with teachers. The curriculum materials are primarily self-instructional; assignments consist of reading and writing in programmed texts and using checklists of criteria to evaluate one's own interviews and written products.
STATUS: Experimental.		
SPONSOR: Mr. Reuben Chapman, AST Training Manager, Foreign Language Innovative Curricula Studies, Title III, ESEA, Ann Arbor, Michigan.		
LOCATION: Workshops are conducted on individual school campuses for interested personnel, or trainees may work through the curriculum materials on their own.		
LENGTH: The training requires about thirty hours of formal instruction. Workshops may be one or two day meetings devoted to a single curriculum unit, or one to two week sessions covering the whole curriculum.		
PARTICIPANTS: Personnel interested in the AST training have included assistant superintendents of instruction, principals, curriculum coordinators, school psychologists and counselors, directors of in-service education, and teachers.		
PROGRAM COST: No information available.		EVALUATION: At least one full-time Instructional Systems Consultant will be in residence at AST headquarters to discuss and demonstrate the project, as well as to collect formal and informal feedback from the field to aid the AST staff in revising and evaluating the teaching materials and workshops.

TITLE OF PROGRAM: EDUCATIONAL RESEARCH AND EVALUATION PROCEDURES COMPENDIUM	
OBJECTIVES: To provide school personnel with the necessary methodological skills to initiate, conduct and report experiences in school learning and instruction.	TOPICS COVERED: The training package comprises 26 self-instructional handbooks: Rules for the ANOVA; Absolute vs. Relative Criteria; Analyzing Variability; Choosing an Appropriate Statistical Procedure; The Research Proposal; Constructing Behavioral Objectives; Constructing Educational Outcomes; Defining Instructional Specifications; Describing Educational Outcomes; Developing Instructional Specifications; Educational Criterion Measures, Validity of a Study; Paradigms and Procedures of Experimental Design; Formulating the Research Problem; Improved Educational Programs; Management of Behavioral Consequences; Managing Classroom Contingencies; Prototype Item Design; Classifying Educational Research Studies; Interpreting Educational Research Results; The Research Report; Stating Educational Outcomes; Types of Instructional Material; Use of Library Computer Programs for Statistical Analysis.
STATUS: Developmental. (Prototype instructional packages have been field tested in nine workshops and conferences across the country and are currently being prepared for distribution to the educational community.)	INSTRUCTIONAL PROCEDURES: The training materials constitute 26 self-contained instructional components, including self-monitored explanations, exercises, and examinations. The modular organization permits use of the components in a variety of training applications.
SPONSOR: Southwest Regional Laboratory for Educational Research and Development, Inglewood, California.	EVALUATION: The instructional components have been evaluated for instructional quality and utility and revised for further verification on the basis of tryout data gathered from the several field test institutes and conferences.
LOCATION: Training locale will be determined by the various users of the training materials.	
LENGTH: To be determined by users according to number of instructional components to be covered.	
PARTICIPANTS: School research and curriculum personnel.	
PROGRAM COST: SWRL's estimated cost for three professional man-years devoted to development of the instructional materials is \$75,000.	

TITLE OF PROGRAM: EVALUATOR ROLE DEVELOPMENT PROGRAM		TOPICS COVERED: The training curriculum will cover evaluation planning, observation techniques, interview training, research methodology, statistics, and instrument development.
OBJECTIVES: To develop the evaluator function within the local school setting by training persons in evaluation techniques and by helping to resolve current role conflicts which prevent trained evaluators from functioning effectively.	INSTRUCTIONAL PROCEDURES: As a practical avenue towards identification of resources, techniques, instruments and attitudes to be incorporated into the evaluator training curriculum, CERLI has contracted to evaluate the Illinois Gifted Program. This will entail the construction of instruments to evaluate the 20 Illinois Demonstration Centers and the local district programs. The ultimate training package will provide written materials, model evaluation plans, video-tapes, and simulation games for evaluation personnel throughout the country to utilize in training additional evaluators. The training curriculum should be operational by Summer 1969. Upon completion of the training institutes, CERLI intends to monitor the evaluative activities of the trainees in their local school districts in order to identify obstacles impeding their effective functioning as evaluators. EVALUATION: Several generations of training packages will be field tested and revised before the ultimate package is completed. An extensive evaluation and analysis, including follow-up meetings with trainees to determine long-range effects, is planned for each training institute.	
STATUS: Developmental. (A prototype two-week training package has been pilot-tested at a 1968 Summer Institute on Evaluation.)		
SPONSOR: Dr. Ernest R. House, Program Manager, Cooperative Educational Research Laboratory, Incorporated, Northfield, Illinois.		
LOCATION: Not known.		
LENGTH: The program will be a two or three-week training package with supplementary three-day packages focusing on each of the specific topics.		
PARTICIPANTS: Public school personnel whose research background may be minimal.		
PROGRAM COST: CERLI has budgeted approximately \$56,000 for the development of the evaluator training curriculum during 1968-69 (exclusive of the \$180,000 state-financed Illinois Gifted Program evaluation.)		

TITLE OF PROGRAM: AN IN-SERVICE PROGRAM TO TRAIN EVALUATION PERSONNEL	
OBJECTIVES: To provide persons from the school system with design, measurement, and statistical competencies sufficient to conduct a systematic district-wide evaluation program.	TOPICS COVERED: Trainees are introduced to development of evaluation designs, data collection, test construction, development of questionnaires and survey instruments, simplified statistical methodology and analysis, and report writing.
STATUS: Operational.	INSTRUCTIONAL PROCEDURES: Personnel drawn from the school staff are assigned on a full-time basis with an extra stipend to the district's evaluation program, which must regularly submit evaluations of programs such as Title I. Formal training experiences are limited to weekly or bi-weekly seminars which draw the entire staff together to discuss various evaluation procedures. Occasionally, an outside consultant is called-in to advise trainees in specific skills. Besides the seminars, the assimilation of evaluation competencies is accomplished primarily through interaction with the Research Department staff and recommendation of appropriate readings.
SPONSOR: Dr. Allen Badal, Director of Research, Oakland Public Schools.	
LOCATION: Department of Research, Oakland Public Schools, Oakland, California.	
LENGTH: An ongoing in-service program of indefinite length, to be conducted until sufficient competency among trainees is reached.	
PARTICIPANTS: Six trainees drawn from the Oakland Public School System, including two former teachers and four former counselors, all having some previous exposure to simple statistics and measurements.	
PROGRAM COST: Approximately \$5,000.	EVALUATION: No information available.

TITLE OF PROGRAM: AN INSTITUTE FOR TEACHERS OF DISADVANTAGED YOUTH TEACHING IN RESEARCH AND INSTRUCTION UNITS	OBJECTIVES: (1) To provide participants with research findings which will upgrade their knowledge of disadvantaged youth, (2) to encourage participants to evaluate their professional commitment toward teaching disadvantaged youth, (3) to develop with the participants an operational description of the roles of the unit leaders and the regular teachers in an R & I Unit, (4) to provide the participants with the opportunity for organizing the operation of an R & I Unit, and (5) to provide the participants with basic concepts of conducting research in the instructional setting.	TOPICS COVERED: Research Problems and Hypotheses, Measurement Scales, Identification of Problems, Descriptive Statistics, Inferential Statistics, Distributions, Sampling, Ex Post Facto Research, True Experimental Designs, Quasi-Experimental Design, General Requirements for a Good Experiment, Experimental Difficulties.	INSTRUCTIONAL PROCEDURES: Lectures and practical discussions supplemented by resource people and audiovisual materials. Group presentations based upon library and field research were given during the last week. Reports represented research findings from primary and secondary sources and were consistently documented. Texts: <u>The Handbook of Research Methodology for Teachers in R & I Units</u> by William Wiersma, expressly developed for the Institute and <u>Low Income Youth in Urban Areas</u>, by Bernard Goldstein.
	STATUS: Operational during summer, 1968. No information available regarding future plans.		EVALUATION: No information available.
	SPONSOR: Dr. William Wiersma, Director.		
	LOCATION: Center for Educational Research and Service, College of Education, University of Toledo, Toledo, Ohio.		
	LENGTH: R & I unit leaders for full three weeks; regular teachers for final week.		
	PARTICIPANTS: 18 unit leaders; 37 regular teachers.		
	PROGRAM COST: Approximately \$13,500.		

TITLE OF PROGRAM: SPECIAL TRAINING PROJECT FOR EDUCATIONAL RESEARCH WORKERS IN MARYLAND PUBLIC EDUCATION AGENCIES	
OBJECTIVES: To strengthen understanding of the nature of educational research in a public school setting, to provide guidelines for the use of educational research literature, and to develop skills in problem identification, writing and evaluating research proposals, and statistical applications in educational research.	TOPICS COVERED: Philosophy of research, techniques for access to the literature and resources of educational research, techniques of problem identification for local school units, emerging designs and techniques of behavioral science research, computer applications, educational research proposals, review of statistics, statistical techniques in data analysis.
STATUS: Inactive. (The Maryland State Department of Education has expressed the hope to sponsor other such programs, although no definite plans are underway at this time.)	INSTRUCTIONAL PROCEDURES: A team of four professors from the Department of Research, Statistics and Measurement of the University of Maryland led lecture-discussion sessions supplemented by laboratory practicums. Texts used were: Nathaniel L. Gage (ed.), <u>A Handbook of Research on Teaching</u>; Frederick N. Kerlinger, <u>Foundations of Behavioral Research</u>, 1964; D. R. Krathwohl, <u>How to Prepare a Research Proposal</u>; Lowell A. Schoer, <u>An Introduction to Statistics and Measurement: A Programmed Book</u>, 1966; Robert M. W. Travers, <u>Introduction to Educational Research</u>, 1964; A.P.A. <u>Standards for Educational and Psychological Tests and Manuals</u>. Follow-up activities include monthly meetings of the trainee group to hear lectures on current topics of importance to research as well as field visits to research projects. EVALUATION: No information available.
SPONSOR: Dr. Richard D. McKay, Project Director, Maryland State Department of Education, in cooperation with the Division of Research Statistics and Measurement of the University of Maryland.	
LOCATION: Sessions will be held at both the office of the Maryland State Department of Education and the University of Maryland campus, Baltimore, Maryland.	
LENGTH: A 48-hour program consisting of sixteen three-hour sessions.	
PARTICIPANTS: 32 professional staff members who had completed at least 1 college-level course in statistics or measurement (25% from Maryland State Department of Education, 75% local school administrators or supervisors).	
PROGRAM COST: \$4,914. (exclusive of \$800 in text materials).	

TITLE OF PROGRAM: SPECIALIST IN CONTINUING EDUCATION ROLE DEVELOPMENT PROGRAM	OBJECTIVES: The immediate objective is to train a group of Specialists in Continuing Education who will work within educational systems to stimulate a process of continuous professional self-assessment and self-development. Long-range objectives include encouraging receptivity toward innovative ideas and responsiveness to educational problems in the educational community, diminishing the gap between instructional theory and classroom practice, and establishing a pattern of continual self-assessment and autonomous problem-solving by professional educators.	TOPICS COVERED: The program of instruction covers orientation to the SCE role, goal establishment methodology, data collection methodology (including research design and evaluation instruments), self-confrontation processes, resource methodology, seminar group operation, and organizational and administrative methodologies by which the SCE shall gain entry to an educational system and implement his in-service program.	INSTRUCTIONAL PROCEDURES: The experimental program of instruction makes use of lecture, consultants, texts, search area materials, simulation, audio-video equipment, role-playing, buzz groups, sensitivity training, brainstorming, and programmed instruction. The SCE is trained to conduct seminars in which participants learn to develop their professional goals in operational terms; to collect and analyze concrete data concerning accomplishment of those goals; compare the data with their operational goals, identify and resolve the inconsistencies; and select, evaluate, and implement educational innovations.
	STATUS: Developmental. (The experimental program of instruction is currently undergoing feasibility testing and evaluation. Field test is scheduled to begin in Fall 1969.)		EVALUATION: The ultimate criterion for success of the SCE is an assessment of the impact of self-assessment seminars on the behavior of educators. Trainees' knowledge of substantive content and attitude toward change processes will be measured at the beginning and end of the program, and their performance in the SCE role will be video-taped. Schools in which trainees will function as SCEs will be evaluated with post-entry data including sociometric analysis of communication patterns, and objective information regarding number and frequency of seminars, number of teachers involved, and number and type of innovations introduced.
	SPONSOR: Cooperative Educational Research Laboratory, Incorporated, Northfield, Illinois.		
	LOCATION: CERLI's prepared training system will be utilized in programs administered by various user agencies (school districts, Title III centers, colleges of education, etc.).		
		LENGTH: The experimental program of instruction entails six weeks of instruction.	
		PARTICIPANTS: School administrators and teachers.	
			PROGRAM COST: CERLI has budgeted \$354,000 for feasibility testing; \$622,000 for field test of complete training system; \$786,900 for comparative user trials; and \$916,200 for user test of final product.

TITLE OF PROGRAM: SUMMER INSTITUTE TO DEVELOP CURRICULUM "CHANGE AGENTS" FOR THE SCHOOLS		TOPICS COVERED: The training will focus on curriculum theory and design, leadership and group dynamics, factors impeding change and means of overcoming these factors, psychological and sociological research applicable to curriculum innovations with an emphasis on science and social studies.
OBJECTIVES: To provide school personnel with knowledge and skills which will permit them to form local school curriculum "change agent" teams, consisting of an administrator, a curriculum supervisor, and classroom teachers.		
STATUS: Conceptual. (Proposal for Educational Professions Development Act grant being submitted.)	INSTRUCTIONAL PROCEDURES: No information available.	
SPONSOR: Donald F. McFarland, Director.		
LOCATION: State University of New York, College of Fredonia, New York.		
LENGTH: Six week session during summer 1969.		
PARTICIPANTS: School administrators and teachers. Anticipated number of participants unknown.	EVALUATION: No information available.	
PROGRAM COST: Proposal requests \$40,000 for the summer session, exclusive of preliminary planning costs.		

TITLE OF PROGRAM: WORKSHOPS ON INNOVATIONS IN EDUCATION	OBJECTIVES: To introduce school administrators and teachers to innovative instructional methods and materials, and means of applying them in the classroom.	TOPICS COVERED: The Change Process and Strategy for Change, Group Dynamics, Evaluating Change, Educational TV in the Classroom, Individualized Learning, Inquiry Approach, Multi-Media, Behavioral Objectives and Learning, Programmed Instruction, Curriculum Planning and Systems Approaches, Simulation Training, Unipacs (Individualized Learning Materials), Differentiated Teaching, and reports on operative innovative projects.	INSTRUCTIONAL PROCEDURES: No information available.
STATUS: Operational.	SPONSOR: Dr. Webster Wilson, Assistant Superintendent, Palm Springs Unified Schools, in cooperation with several state colleges, the California Association of Secondary School Administrators, and elementary and curriculum groups. LOCATION: Various state colleges.	LENGTH: Fourteen one to two week institutes.	EVALUATION: No information available.
PARTICIPANTS: Teachers, administrators, and board members at secondary and elementary levels.	PROGRAM COST: No information available.		

B. GRADUATE TRAINING PROGRAMS

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TITLE OF PROGRAM: APPLIED EDUCATIONAL RESEARCH TRAINING PROGRAM		TOPICS COVERED: Seven formal courses were offered under the Applied Educational Research Training Program during the 1967-68 academic year and the first summer session of 1968: Research Diffusion, Interdisciplinary Research, Research Methodology and Materials, Research Design and Analyses, Sociology of Education, Contemporary Educational Problems, and Educational Sociology.
OBJECTIVES: To train individuals for applied research positions in one of the following specialty areas within the educational community: curriculum and instruction research, research evaluation, or research diffusion.		INSTRUCTIONAL PROCEDURES: In addition to formal course work, the research trainees were required to engage in a Field Problem course involving independent research study carried on in the schools, and in an Independent Study course centered around library research techniques. Throughout the year, several non-credit seminars were conducted for the purpose of presenting and critiquing specific experiments or research studies.
STATUS: Operational. (The program is beginning its third year of operation.)		
SPONSOR: Dr. William C. Wolf, Jr., Coordinator, Educational Research.		
LOCATION: School of Education, The University of Massachusetts, Amherst, Massachusetts.		
LENGTH: Two or three-year program leading to the Ph.D. or Ed.D.		
PARTICIPANTS: 9 trainees have graduated and 6 are in their second year of training; 77% of this group had full-time public school experience in some capacity. (No information is available regarding new trainees entering in Fall 1968.)		EVALUATION: No information available.
PROGRAM COST: Annual cost is approximately \$30,000-35,000.		

TITLE OF PROGRAM: COOPERATIVE GRADUATE PROGRAM FOR TRAINING IN EDUCATIONAL RESEARCH		TOPICS COVERED: The academic training consists of courses and seminars in statistics, computer technology, measurements, learning theory, experimental design, and research methods, plus courses in other divisions of the University according to each student's needs for interdisciplinary training.
OBJECTIVES: To train persons in educational measurements and research, to promote communication between research workers and potential users of research, and to encourage research in the schools.		INSTRUCTIONAL PROCEDURES: The training program provides the opportunity for field work and internships in education institutions in the area served by the University, and related conferences. Dissertation topics must involve problems of concern to the cooperating institutions.
STATUS: Operational.		
SPONSOR: Dr. Paul VanReed Miller, Director.		
LOCATION: School of Education, Lehigh University, Bethlehem, Pennsylvania.		
LENGTH: Two-year program leading to the Ed.D.		
PARTICIPANTS: Twelve post-master's students are currently enrolled.		
PROGRAM COST: Approximately \$84,000.		EVALUATION: No information available.

TITLE OF PROGRAM: GRADUATE RESEARCH TRAINING AND DEVELOPMENT PROGRAM	
OBJECTIVES: (1) To develop educational researchers who are highly competent in research and who, additionally, have developed skills in using research as a tool for effecting educational change, and (2) to develop a program designed to increase the research orientation throughout the College of Education.	TOPICS COVERED: The following core of six research courses is required of each trainee: Introductory Statistics, Philosophical Foundations of Research, Advanced Statistics, Research Design, Measurement in Research, and Seminar in Effecting Change (taken each semester for six semesters). This core is supplemented by other research and required courses within the department in which the trainee is enrolled, as well as by general and professional education courses.
STATUS: Operational. (The program is in its third year of operation.)	INSTRUCTIONAL PROCEDURES: No separate doctoral program in Educational Research has been introduced within the College of Education. Each enrollee, regardless of department affiliation, is required to take a designated core of research courses and to obtain a minimum of 100 hours of research experience each semester. A faculty member within each department in which a trainee is enrolled assumes leadership in planning research experiences for the trainee. Arrangements are made with the city school systems of Birmingham and Tuscaloosa and the county school systems of Fayette to plan cooperatively and to conduct research projects. Now continuing into their third year of training, the eight trainees have assisted in the conduct of 35 individual or departmental research projects. EVALUATION: No information available.
SPONSOR: Dr. M. Ray Loree, Project Director.	
LOCATION: College of Education, University of Alabama, University, Alabama.	
LENGTH: Three-year program leading to the doctorate.	
PARTICIPANTS: Eight trainees enrolled in five different departments within the College of Education.	
PROGRAM COST: No information available.	

TITLE OF PROGRAM: GRADUATE RESEARCH TRAINING PROGRAM FOR DIRECTORS OF RESEARCH	OBJECTIVES: To prepare persons competent to provide research-based answers for educational decision-making and capable of filling positions as directors of sponsored research projects; directors of bureaus and institutes for educational research; and directors of research in public schools, intermediate school districts, and state departments of education.	TOPICS COVERED: The training core includes courses in Research Design (Quantitative Methods in Educational Research, Design of Experiments in Education, Seminar in Research Design, Psychological Research Methods, Communication Research), Quantitative Methods (three routes to various levels of competency are offered), Computer Technology (Computer Simulation of Social Behavior, Seminar in Computer Applications to Educational Problems, Computer Coding, Introductory Programming), and Administering Research Programs.	INSTRUCTIONAL PROCEDURES: The training program requires 18-36 units of laboratory or field experience. Opportunities for such experience are provided with over 100 cooperating public school districts and more than a dozen MSU-based research facilities.
	STATUS: Operational. (The program is in its third year of operation.)	SPONSOR: Dr. Robert C. Craig, Chairman.	EVALUATION: No information available.
	LOCATION: College of Education, Michigan State University, East Lansing, Michigan.		
	LENGTH: Three-year program leading to the Ph.D. or Ed.D.		
	PARTICIPANTS: Twelve trainees began the program in September 1966 and are currently in their final year of training.		
	PROGRAM COST: Annual program cost is approximately \$70,000.		

TITLE OF PROGRAM: INTERNSHIP FOR LEADERS IN DISSEMINATION		TOPICS COVERED: The Internship addresses itself to the development of practical models, guidelines, and assessment tools for dissemination processes in programs for creative and talented students.
OBJECTIVES: To develop leaders who can devise, implement, and evaluate the effectiveness of dissemination activities for various school programs.		
STATUS: Operational.	INSTRUCTIONAL PROCEDURES: A program base will be established in the summer session on the University campus. During the academic year, each intern will be assigned full-time to assistant superintendents or building principals in exemplary school districts of the Chicago urban area or one of its suburbs, to participate in a field study of the districts' dissemination activities. Additional internship activities include monthly seminars, visits to districts with innovative programs, and meetings with nationally known consultants and school district representatives.	
SPONSOR: Dr. Wilber D. Simmons, Program Supervisor, Dissemination Project.		
LOCATION: Special Education Department, University of Illinois, Urbana, Illinois.	EVALUATION: No information available.	
LENGTH: An eight-week summer school session plus one full academic year.		
PARTICIPANTS: Interns are holders of a master's degree with at least three years of classroom teaching experience.		
PROGRAM COST: Interns receive a stipend of \$600 for the summer session and \$6,000 for the academic year.		

TITLE OF PROGRAM: NEW YORK STATE EDUCATIONAL RESEARCH GRADUATE TRAINING PROGRAM		TOPICS COVERED: Psychological Measurement, Introduction to Probability and Statistics, Methods of Empirical Research, Psychology of School Learning, Individual Psychological Testing, Field Work in Research and Evaluation, Personality Measurement, Statistical Inference, Social Psychology for Education, School Testing Programs, Evaluation of Institutions, Programs and Curricula, Theory of Test Construction, Correlation Analysis, Statistical Treatment of Mass Data, Theory and Practice of Test Construction, Experimental Design, Theory and Research in Teaching.
OBJECTIVES: To prepare persons for a variety of measurement and research positions in school systems, departments of education, test development agencies, and for training programs in government and industry.		INSTRUCTIONAL PROCEDURES: Each student is expected to complete an Internship in Research and Evaluation for at least one semester during his program. In some instances it will be possible to provide this experience in connection with on-going research projects at Teachers College. Placements may be made in school systems and research agencies in and near New York City. As far as possible, these placements will be as part-time research assistants with appropriate stipends.
STATUS: Operational.		
SPONSOR: Robert L. Thorndike.		
LOCATION: Teachers College, Columbia University, New York City.		
LENGTH: 2 years or a total of 60 points, leading to the New York Diploma, Educational Research and Measurement Specialist.		
PARTICIPANTS: No information available regarding number of trainees.		
PROGRAM COST: No information available.		EVALUATION: No information available.

TITLE OF PROGRAM: PILOT TRAINING PROGRAM IN UNDERGRADUATE EDUCATIONAL RESEARCH	
OBJECTIVES: (1) To introduce outstanding undergraduates currently preparing for the teaching profession to the field of educational research in order to equip them with the ability to interpret published research reports, to apply research techniques and systematic evaluation in their own classrooms, and to interpret the need for research to the local community; and (2) to introduce outstanding undergraduates in behavioral and social sciences to educational research and the utilization of these disciplines in solving educational problems.	TOPICS COVERED: Formal course work includes a Seminar in Educational Research: Measurement and Evaluation in Education (descriptive and inferential statistics, research design, reliability and validity in measurement, observation and data collection, and analysis and interpretation); a Seminar in Issues and Problems in Education (a critical examination by each student of current research and development in an individual area of research and presentation of a paper to a group); and an elective course from the behavioral or social sciences.
STATUS: Inactive. (Plans are underway to introduce a regular apprenticeship program in educational research at the undergraduate level.)	INSTRUCTIONAL PROCEDURES: Conduct of an independent study was required of each student in one of the following disciplines: Anthropology, Education, Political Science, Psychology, or Sociology. Individual projects ranged from carefully controlled laboratory-type experiments to a historical comparative study. In addition, each student was assigned to an ongoing university research project as a research apprentice. Time devoted to the apprenticeship was allocated to the following research procedures: data collection, data processing, data analysis, design of research, data reporting, and conferences.
SPONSOR: Dr. Ira J. Gordon, Director.	
LOCATION: College of Education, University of Florida, Gainesville, Florida.	EVALUATION: Evaluation procedures for the Pilot Training Program included student and faculty responses to an attitude questionnaire appraising students' competence in using research techniques, before and after autobiographical accounts from students indicating any plans to pursue educational research at the graduate level, and evaluation of term papers submitted as a requirement of the Seminar in Issues and Problems.
LENGTH: May 1967-August 1967 (second pilot program). The total load for each student is 15 credit hours for the full trimester.	
PARTICIPANTS: Eighteen students participated (10 from the College of Education and 8 from the College of Arts and Sciences). An overall 3.0 GPA, junior or senior standing, and interest in educational research were selection criteria.	
PROGRAM COST: Approximately \$15,000-16,000.	

TITLE OF PROGRAM: PREPARATION PROGRAM FOR RESEARCH WORKERS IN EDUCATIONAL ADMINISTRATION	
OBJECTIVES: (1) To train persons competent to conduct organizational research, with a knowledge of the administration, organization, and operation of a particular type of educational institution; (2) to progress toward the development of better ways of organizing knowledge and information for use in decision-making in education; and (3) to establish a climate for the advancement of research in central office administration.	TOPICS COVERED: Foundations of Educational Administration; Public School Finance; Legal Aspects of Educational Administration; School Plant Planning; Personnel Administration; Social Psychology; Opinion and Communication; Public Finance; Organization and Staffing; The Administration of Junior Colleges, or Administering Secondary Schools, or The Elementary School Principal; Statistical Methods in Education; Design and Analysis of Statistical Investigations; Methods of Educational Research; Mathematical Programming for Business Analysis; Stochastic Models for Business Analysis; Quantitative Approaches to Administrative Problems; and Seminar in Educational Administration: Research and Theory.
STATUS: Operational. (The program is in its third year of a planned operational period of five years, 1966-1971.)	INSTRUCTIONAL PROCEDURES: The program includes an Internship in Educational Administration, in which students devote approximately one-half time for one academic year to carrying-out administrative research activities and responsibilities in an educational institution. The internship is jointly planned and supervised by the institution and the University, and is coordinated with the University's thesis requirement. An opportunity to examine a wide range of problems in actual school situations is provided by the University's Educational Research and Development Council, composed of 38 metropolitan school districts. In addition, students gain field experience through the Bureau of Field Studies and Surveys, and receive computing and data processing assistance through the Numerical Analysis Center.
SPONSOR: Dr. Clifford P. Hooker, Chairman.	
LOCATION: Department of Educational Administration, University of Minnesota, Minneapolis, Minnesota.	
LENGTH: Three-year program leading to the doctorate.	
PARTICIPANTS: Twenty-five students are expected to participate; five students enter the program for three years of training during each year of the five-year period.	
PROGRAM COST: No information available.	EVALUATION: No information available.

TITLE OF PROGRAM: PRODUCT RESEARCH TRAINING PROGRAM		TOPICS COVERED: Topics to be covered by formal course work include the following: Analysis of Educational Research Data, Experimental Design in Educational Research, Fundamentals of Programmed Instruction, Principles of Curriculum and Instruction, Technological Tools in Education, Experimental Analysis of Instructional Program Variables, and Problems in Instructional Research.
OBJECTIVES: To prepare skilled product researchers-developers, required by the Research and Development Centers and Regional Educational Laboratories, who can conduct systematic design and improvement of curricular programs and materials, and who can transmit these skills to other product researchers.		INSTRUCTIONAL PROCEDURES: During each quarter of the first year, trainees will be assigned at least one project involving the development of an actual instructional product. During the second and third years of the program trainees are required to complete 600 hours of internship experience at an agency which is heavily involved in product development. The primary internship facility is the Southwest Regional Laboratory for Educational Research and Development.
STATUS: Operational. (Program has been in operation since September 1966.)		
SPONSOR: Dr. W. James Popham, Program Director.		
LOCATION: Department of Education, University of California, Los Angeles, California.		
LENGTH: Three-year program leading to the doctorate.		
PARTICIPANTS: Five trainees are currently enrolled.		
PROGRAM COST: No information available.		EVALUATION: No information available.

TITLE OF PROGRAM: PROGRAM FOR ADMINISTRATORS OF EDUCATIONAL RESEARCH AND INFORMATION SYSTEMS (PAERIS)	
OBJECTIVES: To provide persons with the administrative skills necessary to establish and direct research and information systems in local school districts, state educational agencies, regional laboratories, research and development centers, colleges and universities.	TOPICS COVERED: The required course of study includes the following: Foundations of Educational Administration, Educational Measurement and Evaluation, Educational Psychology, Statistical Methods, Correlation Methods, Educational Data Processing, Administration of Professional Personnel, Financial Management of Local School Systems, and Theories of Educational Administration. Elective offerings include information science courses such as Theory of Communications, Communications Research Design, and Decisional Theory.
STATUS: Operational.	INSTRUCTIONAL PROCEDURES: Required research practicum activities of the PAERIS Fellows include research projects, consultant services, survey participation, evaluation services and conferences. Practical experience will be provided by the Iowa Educational Information Center, the Center for Research in School Administration, the Measurement Research Center, the Iowa Testing Program, and the American College Testing Programs. EVALUATION: No information available.
SPONSOR: Dr. Willard R. Lane, Program Director, The Iowa Center for Research in School Administration.	
LOCATION: College of Education, The University of Iowa, Iowa City, Iowa.	
LENGTH: One-, two-, or three-year program leading to the M.A., Ed. Spec., or Ph.D.	
PARTICIPANTS: The program accepts qualified candidates with some teaching and/or administrative experience who evince interest and ability in quantitative analysis and research.	
PROGRAM COST: Fellows receive a stipend of \$2,400 (increased by \$200 each successive year), plus \$500 for each dependent.	

TITLE OF PROGRAM: PROGRAM FOR TRAINING EDUCATIONAL RESEARCH PERSONNEL FOR SCHOOL SERVICE	
OBJECTIVES: To further the improvement of instruction by preparing educators to fill research positions in the public schools, and specifically, to train educators to identify educational problems; critically review research findings; formulate hypothetical solutions; design, execute, and report research studies appraising new educational programs and learning materials; develop evaluative measures of educational objectives; and conduct in-service training of teachers in the application of research findings.	TOPICS COVERED: Required courses offered by all cooperating universities include Methods and Principles of Educational Research; Research Dissemination; Descriptive Statistics; Statistical Inference; Experimental Design; Electronic Data Processing; Principles and Theory of Measurement; Test Construction; Diagnostic Testing; and Psychology of Learning. In addition, a course on Educational Research Problems is conducted by the Program Director on a regional basis. Focusing upon the unique characteristics of research in the schools, this course will involve the analysis of actual research proposals submitted to the State Education Department and the selection by trainees of appropriate means to disseminate and implement the findings.
STATUS: Operational. (The program is in its third year of a three-year period of operation.)	INSTRUCTIONAL PROCEDURES: Trainees must complete 12-14 units of field experience, including an 8-unit internship on a school-based study during the second year of training. In conjunction with the course on Educational Research Problems, field visits will be made to over 100 school districts throughout the state which have initiated implementation of their research studies.
SPONSOR: Dr. Louis T. DiLorenzo, Program Director, New York State Education Department, in cooperation with ten New York universities.	EVALUATION: No information available.
LOCATION: City University of N.Y., Columbia Teachers College, Cornell University, Fordham University, N.Y. University, St. John's University, State Univ. of N.Y. (Albany and Buffalo), Syracuse University, University of Rochester.	
LENGTH: Two-year program leading to the New York State Certificate for Director of Educational Research.	
PARTICIPANTS: Each of the ten universities will admit a total of ten trainees during the three years of the program. Three years' teaching experience is required of all applicants.	
PROGRAM COST: \$1,335,750 for the three-year period.	

TITLE OF PROGRAM: PUBLIC SCHOOL RESEARCH TRAINING PROGRAM		TOPICS COVERED: Formal course work is taken in the areas of Educational Statistics, Measurement, Research Design, Data Processing, and Educational Psychology.
OBJECTIVES: To enable trainees to be able to design research and evaluate projects, to select and develop valid and reliable instruments, to collect and process the data, and to write reports that will be understandable by a variety of audiences.		INSTRUCTIONAL PROCEDURES: In addition to formal course work, all trainees participate in on-going research projects with members of the faculty. The program also offers trainees occasional participation in special testing programs and in special projects involving evaluation of special programs in selected school systems.
STATUS: Operational.		
SPONSOR: Dr. Hazen A. Curtis, Director.		
LOCATION: College of Education, The Florida State University, Tallahassee, Florida.		
LENGTH: Three-year program leading to the doctorate.		
PARTICIPANTS: Seven trainees currently enrolled.		
PROGRAM COST: Annual cost is approximately \$45,000.		EVALUATION: No information available.

TITLE OF PROGRAM: STUDIES IN SCHOOL ORGANIZATION (STANFORD RESEARCH TRAINEESHIP PROGRAM)		TOPICS COVERED: The recommended course of study includes: Advanced Public School Administration, School Staff Personnel Problems, Public School Law, School Finance, Problems in Organizational Analysis, Seminar in Organization and Human Behavior, and Administrative Behavior. The first year's study is concentrated in social sciences, and the student concentrates in a specific subject area the second year.
OBJECTIVES: Prepares researchers to study schools and school systems as complex, formal organizations. Its graduates will typically pursue careers as professors or as administrative analysts for federal agencies and state and local school systems.	INSTRUCTIONAL PROCEDURES: In addition to course work, training experiences are confined to participating in faculty research and carrying out independent research studies in the trainee's own area. Trainees use resources at Stanford relevant to their areas of work.	
STATUS: Operational.	EVALUATION: No information available.	
SPONSOR: Dr. William R. Odell, Director.		
LOCATION: School of Education, Stanford University, Stanford, California.		
LENGTH: Three-year program leading to Ed.D. or Ph.D.		
PARTICIPANTS: 20 trainees are currently enrolled.		
PROGRAM COST: No information available.		

TITLE OF PROGRAM: TRAINING PROGRAM FOR DIRECTORS OF RESEARCH

OBJECTIVES: To provide trainees with the research competence and administrative ability to administer successfully a research, development, and evaluation department in a public school system.

TOPICS COVERED: The following core of required courses in Educational Administration is required of all trainees: Organization and Operation of Public Schools, Administrator Behavior, Computer Applications in Educational Administration, and Administration of Research and Development Activities in School Systems (two semesters). Highly recommended courses in Educational Foundations and Research "Tools" to supplement the above courses include the following: Curriculum Planning, Theory and Design of the Curriculum, History of Education in American Culture, Human Abilities and Learning, Theory and Practice of Learning, Foundations of Educational Measurement, Statistical Method Applied to Education, Multivariate Analysis, Statistical Analysis and Design in Educational Research, and Introduction to Survey Research.

STATUS: Operational.

INSTRUCTIONAL PROCEDURES: The program requires that all trainees serve an internship in the research department of a large school system. All six trainees are currently serving their internships in the following locations: Dade County, Florida; Philadelphia; Dayton, Ohio; Milwaukee, Wisconsin; Racine, Wisconsin; and the Wisconsin Department of Public Instruction.

SPONSOR: Dr. James M. Lipham, Acting Director, Department of Educational Administration, The University of Wisconsin.

LOCATION: Department of Educational Administration, The University of Wisconsin, Madison, Wisconsin.

LENGTH: Three-year program leading to the Ph.D.

PARTICIPANTS: Six trainees are currently enrolled in the second year of their program.

EVALUATION: The program staff plans to conduct systematic follow-up studies on the graduates of the program. However, since the trainees are only in their second year of the program, specific evaluation procedures have not yet been formulated.

PROGRAM COST: Annual cost is approximately \$35,000-40,000.

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